PERSONAL



Ted Wragg

"Hello, is that the DES? I want to enquire about the voucher scheme."

"Certainly sir, luncheon, travel or Xmas Club?"

"No, I mean the educational voucher scheme, you know, the one Sir Keith Joseph is keen on which would give parents a thousand pound voucher they could cash in at the school of their choice."

"Just a minute sir, I'll put you through to Mr Blandly-Smiling. He's in charge of the Minister's Crackpot Schemes Department. They might take a bit of time to answer, by the way, because it is right down in the basement, where the Minister goes to do his thinking, and it's got padded walls."

"Hello, Minister's Crackpot Schemes Department, Blandly-Smiling here. Can I help you?"

"Yes, I wonder if you can tell me how far the voucher scheme has got. I read in the press that Sir Keith Joseph wanted to push it through in time for the next election."

"Well, unfortunately Sir Monty has not been around the DES for the last day or two. Rumour has it he's been standing as Screaming Lord Python of the Raving Loony Party in the Bermondsey by-election."

"But do you think a voucher scheme would ever work?"

"Ours not to reason why, friend. We public servants are only here to implement the wishes and whims of our political masters. If Sir Monty were to come in tomorrow and propose that a Big Dipper should be installed in every classroom in Britain, and that incidentally would represent one of his better ideas, it would be our job to devise a way of doing it. Our colleagues at the Ministry of Defence are currently working out a voucher scheme for the military, so you'll soon be able to club together with your neighbours and buy your own Sherman tank."

"Didn't I read that the Cabinet wanted a more radical voucher scheme?"

"Ah, now Sir Monty was in Miss Piggy's bad books for once, because we had persuaded him the voucher scheme would only work for the private sector. Furthermore, several of the Cabinet were in a bad mood. For example, Heseltine had just been knocked down by the women of Greenham Common and was running around in tears claiming he'd been raped or something. Press reports merely said he had got up shaken but not stirred, and eye-witnesses swore he actually tripped over his wig."

"So is anyone working out all the details of it?"

"Indeed. You may have read in the papers that the voucher scheme is now in the hands of Sir Monty's recently-hired 20-odd-year-old ex-Etonian political assistant Oliver Letwin. The trouble is young Olly has never been near a state school in his life. We've sent him out to one or two middle-of-the-road compers to let him see the snotty-nosed brigade at first hand, but the poor devil has been so sheltered from the proletariat he comes in looking shell-shocked after each visit."

"Can't someone tell him how ordinary people live?"

"Well, I've been assigned to further his education so I decided to take him on a bus to let him see what public transport was like, but he just sat there like a prune, stared in bewilderment at his bus ticket, and finally put it in his ear. When we escorted him on his first ever visit to Tesco, he hid behind a circle of trolleys with a wire basket over his head in case the natives attacked."

"But isn't the scheme supposed to give parents a wider choice of school for their child?"

"I'll be honest with you, it's a huge con trick. In theory, you see, each punter can cash his voucher at any school he chooses. Now, can you imagine what the head of Eton is going to say when a few million smellies show up saying they prefer his outfit to Little Piddlington Secondary Modern?"

"I thought the major claim for vouchers was that popular schools could use them to build extra buildings, and that unpopular schools would thus starve to death."

"Needless to say once a popular school has built prefabs all over playgrounds and football pitch it immediately becomes unpopular. Parents then defect elsewhere leaving the school looking like Butlins in February, until a fleet of lorries carts off the prefabs up the M1 to the nearest fashionable school. The Watford Gap services lorry park is going to be packed out with unemployed teachers trying to hitch a job in a portable school, and most of the lads round here are feverishly buying shares in the Portakabin industry."

"But didn't Rhodes Boyson say parents could use vouchers to start their own school?"

"My advice would be to spend three hundred quid on a BBC microcomputer and pocket the change. Look squire, I'm sorry I must dash now, we've got to take young Olly to another comprehensive school and you wouldn't believe how excited he is."

"Because it's such a posh school?"

"No, because we've promised to take him there on the Tube."

ARISTIDES

Letwin let loose on the world

Mr Blandly-Smiling's arrangements to further the education of Sir Keith Joseph's young political adviser, Oliver Letwin (see Ted Wragg, above) are leaving a trail of mixed fury, depression and amusement round the educational establishments he has been visiting.

Mr Letwin, aged 27, and educated at Eton, Cambridge and Princeton, has been properly keen to find out how the other 99 per cent of the population and their teachers are being educated. So he has been visiting comprehensives and teacher-training establishments.

His visits have had quite an effect. "Breathtaking" was the word used by staff in four places he went – followed by such abstract nouns as ignorance, arrogance, innocence, and rudeness. Heads were stunned by such questions as: "What do you do when you have a teacher who is a complete idiot?"

Remedial groups and their teachers were taken aback when he said to the children: "I suppose you're the sort who do HNDs rather than degrees."

One teacher, hearing Mr Letwin rubbishing the work of lower ability children to their faces – "totally failed to master syntax, need more clause analysis and regular testing and competition" – made his head's day by saying: "I'd have punched him on the nose if I hadn't been wearing my CND badge."

Most people agreed that Mr Letwin seemed a perfectly nice young man, off the subject of education. "What's disturbing is that someone like that should have any influence at all on a secretary of state," said a senior person in a highly respected college. "And he didn't seem frightfully easy to educate."

Letwin himself is engagingly frank about the prejudices he started out with – particularly about teacher training. He's visited five or six places – but he's not naming any, apart from Sussex University which he most approved of.

"I started out with a healthy scepticism – but the best were much better than I expected," he said. He defines better as "more practical work, less silly theory, better students and cleverer teachers."

What he said he didn't think much of, in another place, was a philosophy course: "How you teach it in a six-week unit to students who have never managed an A level or heard of a single philosopher is a mystery to me."

That particular college's staff and students were deeply upset by Mr Letwin's freely expressed doubts. But others he visited were more robust – one group of London comprehensive sixthformers apparently came out radiant after the pummelling they felt they'd delivered. "The visit was a great success," said the chairman of governors dryly. "Everybody's prejudices were confirmed – his and their's."

Plugging the union cause

When the delegates to the National Union of Teachers' secondary conference went to the washrooms of their union's country home at Stoke Rochford at the weekend, they found that all the plugs had been removed from the baths.

There was also a great rash of notices urging sparing use of water, rather reminiscent of those Second World War exhortations in plugless bathrooms to "save water to h... our boys".

This was not at all in tune ... the delegates sentiments abou... darity. As Mike Loosley ... Southwark complained to the ... ference: "I think as a trade ... we should be able to support ... comrades in the water industry..."

The Stoke Rochford manage... did have a plausible expla... ready. Harry Dowson, vice-... man of the board, explained ... hadn't been an attempt at ... breaking – they simply wanted ... sure there was enough water ... delegates' tea and coffee.

... rising damp at the DES

Meanwhile, over at the DES, a water-main burst outside Elibath House last week cut off supplies to the tower block, where the Secretary of State and most senior officals dwell.

By the beginning of this week, some water had somehow been restored, but was apparently being saved on a priority basis for the highest in rank, and floor (Sir K... is on the twelfth).

Everybody below the sixth ... had to take the lift down, ... corridor along to the next block ... go to the lavatory or wash ... hands.

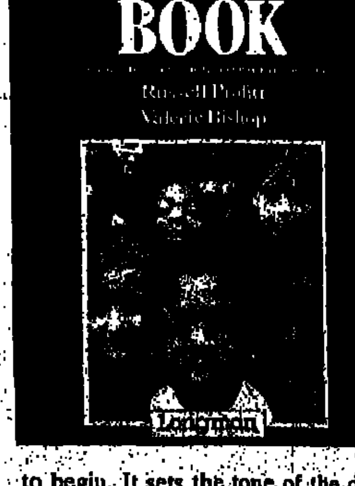
Provocative peace

Russell Profitt's peaceful-looking book on assemblies for our multi-racial society, *Hand in Hand*, came out this week and has already been savaged in the leader columns of *The Daily Telegraph*. This may have something to do with the fact that he is a Labour councillor in Lewisham, as well as a prospective Parliamentary candidate and a race relations adviser to boot, because it has clearly been necessary to scrape around a bit to pick holes in the message.

Profitt himself is only too happy to declare that there is a message, and an anti-racist one. He started work on the book when he was deputy head of Grinling Gibbons primary, in multi-ethnic Deptford, a job which he left last summer because, he said, black teachers did not get their fair share of promotion. He has always been one of the most articulate critics in the black community of the tendency to go on researching and reporting on multi-racial education, instead of taking the necessary action.

"I decided it was up to me to put something down on paper on what schools could actually be doing, instead of simply discussing what should be done.

"Assembly was an obvious place to begin. It sets the tone of the day. If it's biased against black people then you can't undo that during the rest of the day's activity."



He hopes that the book's relevance can be seen across the board in school, rather than just as stories to be read out in assembly, because "racism is still an active factor in the curriculum."

He still doesn't believe that ILEA is sufficiently serious in its intention to create equal opportunities in schools, in spite of the paper and publicity it is churning out, "but at least ILEA is trying."

Herodotus on ice

Lancashire lecturer, Michael Winstanley has discovered a new technique for preserving antiquarian books by putting them in his deep freeze.

Mr Winstanley, who teaches statistics at Blackpool and Fylde College of Further and Higher Education, is a collector of old books. Worried by the high cost of conservation with insecticides and fumigants he first experimented by vacuum-packing his 1533 Italian first edition of Herodotus and deep freezing it between the packets of fish fingers and peas. To his great relief, it worked.

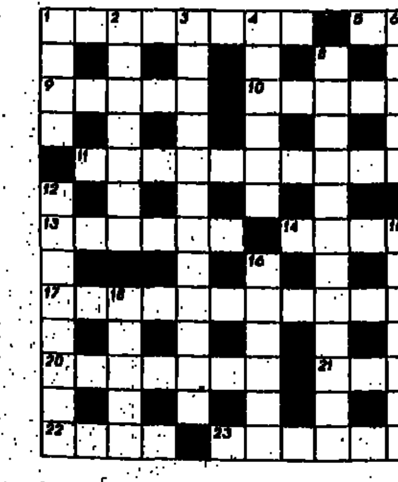
Now, together with colleagues at Lancaster University, Preston Polytechnic and the food technology dept at his own college he has perfected the technique which he believes could save libraries and individual collectors a lot of money. Preston Polytechnic's biology department is also working on a refinement which will conserve books in hot and wet tropical climates.

"There are hundreds of varieties of book worms which can bore their way through the pages," said Mr Winstanley. "I didn't like using insecticides to kill the bugs nor fungicides to kill mould. They cost too much and, anyway, I don't like poisoning boks. This way is cheaper and easier."

NEXT WEEK

- Robert Fox sums up provocatively on the Falklands, Peter Newsam writes about race, class and education.
- Reviews of computer software...
- Extra: computers in education with a special look at ... technology.
- Soviet sums: how the state ... sures almost every Russian pupil ... studies maths to O level standard.

No 90 CROSSWORD by Ruf...



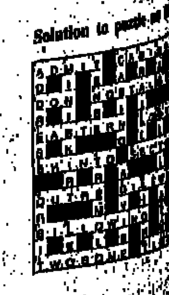
Across

1 Blundering on stage, perhaps (8)
5 Came out top (4)
9 Memorial of old priest outwardly Roman Catholic (5)
10 He plans to no good purpose (7)
11 Not be found in a minute (3,3,6)
13 Love duets freshly turned out (6)
14 State in a loud and resolute way (6)
17 One will get nothing but pleasure from this task (6,2,4)
20 Regains composure, eliminating a bad impression (7)
21 Eastern lake found in the West – that's strange (5)
22 Invest capital in kitchen equipment (4)
23 They put on other people's clothes (8)

Down

1 The prize of ... (4)
2 Gives one a ... and cheers him up (7)
3 Confront the ... – or the child (13, ...)
4 Made a home ... good ... (6)
6 Arrived ... but got relief ... (7)
7 Noble ... (8)
8 Encourage ... good spirits (13)
12 Rocks King ... doubles (8)
15 How ... wrote or ... site (7)
16 He makes money ... gally (6)
18 Strong ... (5)
19 Lockers ... perhaps (4)

Solution to puzzle ...



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THE TIMES
Educational Supplement
...AY MARCH 4 1983 NUMBER 3479
FIRST PUBLISHED 1910 PRICE 45p

...hristian group says collective worship should be more flexible and humanist

Assembly service challenged

by Bert Lodge

...school day should no longer ... to begin with a religious ... ...ably, Christian educationists ... told Sir Keith Joseph.

...Some members of the group, ...ch includes the senior administ...or for Church of England ...ools, would also like to see the ...rship content unconnected with ...er Christianity or any of the ...or world religions.

...he Christian Education Move...nt's general council, most of ...se 36 members are heads or RE ...isers, have written to the Education Secretary proposing more "flexibility in the time, style and frequency of assemblies".

At present, under section 25 of the 1944 Education Act, the school day in every county and voluntary school must begin with collective worship, though this need not be Christian.

At a meeting last year some members of the council wanted a definition of worship which made no reference to the Christian rituals or to any other world religion.

They preferred a more humanist concept embracing such basic human experiences as "community" and "joy".

Canon Robert Waddington, general secretary of the Church of England Board of Education and a member of the council, said: "Our line is that for assembly to be more effective as a piece of religious education there should be more than one model."

Mr John Sutcliffe, secretary of the Christian Education Movement which represents 5,600 schools and has nearly 3,000 individual members including representatives of teacher unions, authorities and churches, said the council was concerned whether the suppositions of the 1944 Act still applied.

"It is the experience of many secondary heads if they labour the Christian position it turns some young people off", he said.

● Dr Rhodes Boyson, junior minister for education, said in a recent speech that large numbers of immigrant pupils in a school was no excuse for evading the religious requirements of the 1944 Act.

NUT move shatters union peace

by Richard Garner

The fragile peace between Britain's two biggest teachers' unions was shattered this week as one general secretary warned the other that it would be impossible for the two to work together in an industrial dispute again.

Mr Terry Casey, general secretary of the National Association of Schoolmasters/Union of Women Teachers, said in a letter to Mr Fred Jarvis, his counterpart at the National Union of Teachers: "It is now impossible for the NAS/UWT to work with the NUT again in the light of the behaviour of your union in Durham".

The TUC has now been asked to sort out the row, which broke out after leaders of the NUT met representatives of the Labour-controlled county council in secret last week and reached an agreement which brought their nine-month-old dispute with the authority to an end.

Under the deal, the authority agreed to restore £250,000 to its supply cover budget and the NUT agreed to call off its indefinite strike at three secondary schools and work to rule in others.

The NUT hailed the agreement as a victory for the union but NAS/UWT members were incensed that their rivals had not fought for repayment of money docked by the authority from the salaries of teachers who refused to cover for absent colleagues in November and December.

Now the NAS/UWT is calling all its 1,400 members in the county out on a half-day strike and demonstration on Monday, after failing to reach agreement on this issue in separate talks with the county council this week.

Mr Casey gave a warning that this could be followed by further strike action and said the NUT's behaviour had "set back relations between the two unions 30 years".

Mr Doug McAvoy, deputy general secretary of the NUT, rejected criticism of his union – pointing out that the settlement made specific mention of the fact that the authority recognized the dispute had made no difference to teachers' contracts.

...ead plans to close school she ran for 50 years

by David Budge

...ead teacher is planning to close ...school she set up nearly 50 years ...because she does not want it to ...tinue under someone else.

...Mabel Hellen, the redoubt... ...principal and owner of White ... School in the London ...gh of Harrow, has announced ...she is to "phase out" the ...ool.

Mrs Hellen, thought to be aged 80, ...up the 350-pupil independent day ...ool in 1935, and is almost certainly ...longest serving head in Britain.

...her announcement that the ...ool will be phased out during the ...four years has come as a shock ...parents and staff who had ex...ted it to continue.

...a letter to parents, Mrs Hellen ...ained: "I don't wish my school to continue to function under other ownership."

The four-year delay would enable the youngest pupils to remain at White Gate until they were old enough to transfer to another school.

Parents launched a "Save our School" campaign. But it remains to be seen whether their action will force Mrs Hellen to reconsider.

"All we can say at the moment is that Mrs Hellen is prepared to talk to us about her decision," said Mrs Susan Hammond, one of the leaders of the parents' campaign.

But Mrs Hellen would not be drawn on the subject. "I am not going to make any statement whatsoever," she told *The TES* this week.

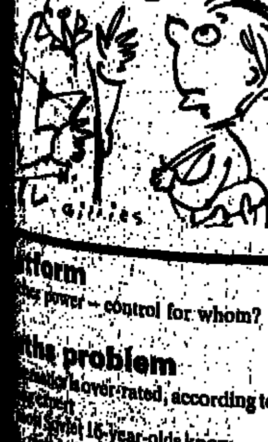


If the cap fits . . . Mr Brian Baldry, headmaster of Gazely Primary School near Newmarket in Suffolk, takes the breeze in the hunt for extra cash for the school funds. After he had eulogized about the advantages of short trousers, parents challenged him to show a leg. He agreed – on condition that they paid for their sport. For a week, he arrived at school in shorts and various accessories – bowler, umbrella, bow tie and academic gown. He was sponsored to the tune of £200, £75 of which has already been handed over.

Never had it so good

by Nick Wood

...se of almost 30 per cent in ...et money, more than wiping ...last year's unprecedented fall, ...left Britain's youngsters better off than ever.



Average allowances now stand at £1.22 a week and, when the proceeds from Saturday jobs and cash gifts are included, the combined spending power of the 10 million children aged between 5 and 16 totals a massive £780m a year.

Surprisingly, allowances have risen most in the unemployment blackspots of the North, Scotland, Wales and the Midlands. Parents in London and the South have actually cut them by 3 per cent, while those in the rest of the country have given increases of nearly 60 per cent.

The figures come from the Wall's Ice Cream pocket money monitor which has been tracking children's spending power since 1975.

The most affluent children are those in the Midlands and Wales. On average, they have £1.45 a week in their pockets, much more than the £1.06 that the average southerner receives.

Inspectors uncover sexual harassment

by Hilary Wilce

Sexual harassment – once widely seen as simply a figment of the fevered feminist imagination – does exist in schools, according to an inquiry by London inspectors.

Their observations form part of a report by an ILEA inspectorate working party into equal opportunities.

They heard evidence of a wide range of insulting and hurtful behaviour towards girl pupils and women teachers in boys' and mixed schools. This included bullying – such as prodding girls and women with rulers and pencils, punching them, stealing their property or mocking their clothes, accents, figures and hairstyles.

"Occasionally women teachers are openly told by pupils that they cannot expect to exercise class control because they are women and some boys affect to take pride in making girls or women cry," the inspectors say.

They add that it is impossible to establish how wide-ranging the problem is since its existence is often vigorously denied by senior women teachers who have battled to win respect in boys' and mixed schools.

The ILEA report on equal opportunities is summarized on page 16.

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TIMES PAST — THE TIMES

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What price comprehensive purity?

Monday's *Panorama* programme and the interview with Sir Keith Joseph printed in last week's issue of *The TES* raised the fundamental criticisms of the MSC's New Technical and Vocational Education Initiative which have emerged from what may be called the guardians of comprehensive orthodoxy.

Some of these have already been extensively aired in these columns in, for example, Maurice Holt's broadside against the David Young scheme (*TES*, 3.12.82). To those who have equated comprehensive education with a common curriculum and the minimum of differentiation in the period of compulsory education, curricular options at 14 are to be kept to the minimum: anything as crude as the deliberate offer of a course slanted heavily in the direction of technical and vocational activities is going to divide instead of unify. There is no stronger adjective of condemnation in their particular idiom than "divisive".

This line of criticism extends from the pedagogic to the social: because of the social context, options of equal status between courses are hard to maintain. What actually happens is that options arrange themselves in rank order. For reasons buried deep in the culture, the academic options are at the top of the hierarchy. Technical and vocational choices will be lower down, for those who are judged doubtful candidates for higher education. And, because of the way academic performance is linked to social class, the socio-educational hierarchy which will emerge from any system of options at 14 will correspond to social class divisions and negate the aims of comprehensive education.

Arguments along these lines are now being advanced by those local education authorities which have decided not to put in bids for the MSC money. Others, including Labour authorities with impeccable comprehensive credentials, have taken a more pragmatic line, confident that if they can lay their hands on the MSC gold, they can put it to good use.

The counter-argument to that of the comprehensive purists is put by Mr Young and Sir Keith, each with a rather different emphasis of his own. Both point to the unsatisfactory tail of "failure" dragged along behind the secondary schools. The point was made for them on *Panorama* by the *vox pop* of school-leavers giving vent to their complaints. The examinations at 16 differentiated between them all right, even if their comprehensive schools had tried to postpone the full impact of what this would mean to the last possible moment. For those who left with no qualifications, or with a meaningless mix of low grade CSEs, the ideological rectitude of the comprehensive doctrine was irrelevant. Sir Keith goes on making this point in his threnody on behalf of the bottom 40 per cent: it was the basis of his answers to the questions Richard Lindley put to them in the interview published last week. If what happens now excludes and short-changes a significant proportion of those at the bottom end, who can condemn an attempt to improve things for them by giving them other options?

Mr Young, on the other hand, wisely refuses to go to bat for the bottom 40 per cent as the group most in need of a technical/vocational option. He wants to make an offer which goes across the board – an offer which can be taken up by what are now called the brightest, the average, the below average – because he believes that there are other kinds of ability, under-valued by the present educational system, which can be released by technical/vocational courses and work experience. He knows that many who leave school as failures achieve success later on because they have talents the schools never discovered. He wants to influence the whole curriculum, not just that of the least able. The NTVEI is the beach-head from which to colonize all seconday education.

What stands out is the potency of the basic criticisms which Mr Young and Sir Keith are voicing. The present secondary system was constructed on the assumption that jobs for school-leavers at 16 would be plentiful. So long as the jobs were there – for those who did badly as well as for those who did well – it was tolerable to have an examination system whose main function was to certify enough failure to make sure that the trickle of candidates for higher education more or less matched the limited number of places. Youth unemployment has removed the bandage and left an ugly sore. Unfortunately, there are no signs that Sir Keith Joseph understands the connexion between the plight of his bottom 40 per cent and the existence of a powerful examination industry dedicated to the careful grading of the top 60 per cent.

In these circumstances – short of any serious prospect of sweeping changes in upper secondary education and the North Americanization of higher education – the injection of more resources into technical and vocational education at 14 seems likely to do a lot more good than harm. It is more likely to mitigate some of the divisiveness imposed by the exam system than reinforce it – though he would be a bold man who prophesied that the power of the present academic tradition will weaken to the extent that a large proportion of those who now move smoothly through O and A levels will choose this alternative route.

The new courses are bound to be attractive because of novelty and the extra effort put into them. The lucky guinea pigs who get places on the pilot schemes will enjoy greater opportunities and the MSC's longitudinal studies will show they are more than usually successful in the job market. What is much less clear is why such schemes, if generalized and made into the staple secondary diet of the "non-academic" pupil, should be any less open to criticism than the courses now offered by the comprehensive schools. Insofar as they are to be examination-oriented, they cannot promise success to everyone and there is nothing in the law of the Medes and Persians which says that technical/vocational schools shall not have a tail formed from those who have least to show for their efforts.

Nevertheless, there is still a lot to play for – new resources, new objectives, new external influences, new experiences; perhaps even some new adult instructors to supplement the present teachers and challenge their accepted modes. No one should suppose (least of all Mr David Young) that the MSC has found in vocational education a philosopher's stone. The technical and vocational courses – though marketed with a "jobs" label – are really about general education. They are about all-round personal development, using vocationally-oriented material as the medium through which this can be brought about. This is not a new idea, but since when was there any special merit in novelty?

Second opinion

Let's get th… YTS rules … straight …

Planning for the start of th… Training Scheme in colle… September is very much a … of "think of a number"… of the total number of pl… quired vary almost weekly.

Another feature which … concern is a growing realiza… the ground rules are de… Many colleges in 1982, a… quest of the MSC, develo… range of work skills course… are college-based, usually fo… with a large element of wor… were labelled "YTS pilots".

As a rule, they have be… successful, judged by th… criteria of acceptance by em… people and the achieve… permanent employment. W… the trainees have already … and others are promised fo… the end of their course.

But the criteria have … and the emphasis is now o… skill and transferable-skill t… Single-skill courses are oft… their success. So be it – alth… who pays the piper … Ir… is the tune?

Details have now been re… lic of an agreement betwe… MSC and the Electrical Co… Association working throug… Construction ITB (mentioned … ACFHE conference last we… many ways, this is an ad… arrangement with the Ta… Board acting as managing a…

Young people are employ… the outset and guaranteed em… ment throughout the full pe… training if they are successful … intermediate stages of disc… and practical examinations … barriers go and success depends … on attainment. Pay is £27.9… week for the first year, signifi… below the current apprentice s…

Yet it does not meet seve… the essential criteria so fam… down for YTS. It is clearly a … skill course and entrance w… limited to those with a pre… mined level of educational ach… ment which will be carefully ta…

The first year will contain … weeks of off-the-job training in … leges leading up to a CGLI e… amination. There appears to be … ery indication that training for … other skills in the construction … dustry will follow similar pro… which will be acceptable under …

What, then are the ground rul… Are single-skill courses accep… or not? If not, what is a short … ECA scheme which earns a … honourable exception? Is it gen… that the CITB is able and willing … top up the finances of the sche…

This is not a matter for cynic… but, rather, for praise. How … have an industry, able to negoti… working scheme with both SE… unions to ensure that it is … number of properly trained y… people needed, and to attract … this training, during the first … can come within YTS.

But why just the construction … dustry? Given a little encou… ment and waiving of the bu… on the multi-skill approach, … could build upon the experien… this year's pilots and offer … people a wide range of … which will be more attract… some students and more lik… result in employment. This is … argue for single-skill courses … both have their place and … would be bonefit if both were … offered.

D G

D G Lync is director of … College of Higher Educati…

COMMENT

Maths for the millions

You could hardly find two more diametrically-opposed views of mathematics teaching than those found in the Soviet Union (page 25) and those of Mr Douglas Quadling (page 5). The Russians attempt to teach every child formal mathematics up to roughly O level standard. Mr Quadling believes that formal mathematics should not be taught, once the most basic primary skills have been acquired.

There is no hard evidence as to how successfully the Soviet aim is met in practice. What we know is that, on their exchange visits, the Russians were shocked by the random (as they saw it), topic-based approach to maths in British schools, and the children's weakness at formal mathematics. The British assessment was that Russian children know more mathematics than their British peers at 16.

Looking at the content of the Soviet course, it's hard not to sympathize with Mr Quadling. The Cockcroft committee research on the mathematics which is actually used in jobs suggests that the Russians are exerting the considerable social pressures available to a totalitarian state to put many children (and teachers) through a series of difficult hoops to no useful purpose.



But there remain problems about the original Soviet aim in their ambitious curricula – equality. We know that Soviet society is an unequal as most – but even so, their high aspirations for basic education may force a significant number of children to achieve better at school, and thereby help their chances to go on. In our system, it is easy to accept failure as inevitable.

Mr Quadling's route of mathematics for the minority, and a few projects for the rest, sounds distinctly unequal. Happily there is a sound middle course with the Cockcroft committee, whose precisely-defined and limited list of foundation topics that all secondary children should tackle seems reasonably attainable, capable of being taught by practical and applied methods, and tailored to modern industrial needs.

Smoke signals

When Sir Keith Joseph started to float the idea of a NAB for NAFE at conferences last week, his audiences were not immediately clear what he was talking about, though the college principals at the ACFHE meeting had a fair idea, since they reacted apprehensively (page 12).

Sir Keith's excuse for a centralizing body in this field, distasteful though he found the idea, was that ingenious ways needed to be found of accommodating the extra students crowding into the FE colleges.

In fact, the rationale for national advisory body at the non-advanced level is rather more extensive than that, and has rapidly been gaining ground in the corridors of the DES.

It is certainly accepted that all the new courses due to start soon – which may yet include 17-plus as well as YTS – will need far greater coordination. But there are other points to be made.

First, there are certain specific problem subjects – for example in the nautical area – where demand is very low and larger-scale planning is needed.

Rather more important as a factor is the movement towards broader-based, generic courses, or what the MSC calls occupational families. If most FE colleges are running general courses preparing students for "somewhere in the engineering or construction industries", perhaps a central body is needed to suggest where the plasterers or capstan lathe operators should train. As the age group declines, this could become more necessary.

Any suggestion that FE colleges are not already quite responsive enough to demand is not likely to go down well with their leaders, but so far as the DES is concerned a central push in the FE field could demonstrate that the MSC is not the only body able to come up with initiatives.

It is, of course, easy to set up advisory committees, but a more difficult trick to make them work. If the DES is serious about a NAB for NAFE, it may need a specific grant.

That suggests it will have to wait until after the election. It is difficult as yet to see anything like as strong a case for central direction in NAFE as can be made out for AFE. A desire to assert DES virility is not enough.

ooo no comment

"In addition, Lunch Time Supervisory Assistants will no longer receive a meal although the hourly rate of pay will be increased by 1.5p per hour instead."

From a notice issued by the director of education for Dudley.

Labour authorities split as deadline arrives for pilot technical scheme

by Mark Jackson

Today is the deadline for local authorities to submit their bids for a share in the MSC programme to introduce technical and vocational options into the schools. And some of the country's biggest cities will be absent from the race.

It is expected that at least a third of the authorities in England and Wales will put in proposals from which a Manpower Services Commission steering group is to select 10 projects for a pilot programme covering 10,000 pupils over the next four years. But Manchester, Cleveland, and a number of other big Labour-controlled councils are not among them. In other places Labour councillors have – with varying degrees of enthusiasm – sanctioned bids.

The scheme, the New Technical and Vocational Education Initiative, has produced deep divisions among Labour's educational politicians up and down the country, and in many cases among the officers who advise them. Some see the programme as a timely source of funds to develop urgently needed provision for non-academic youngsters, but others view it as deeply divisive move to introduce selection by the back door.

But the split is not entirely ideological: in some places there is full-party support for participation and in a few others a consensus for rejection.

The Labour majority on the country's biggest authority, the Inner London Education Authority, was still trying to make its mind up yesterday on whether to go ahead with a submission prepared for it weeks ago. Manchester had decided not to put in the proposals it has prepared for a big integrated scheme using its Abraham Moss centre, which has extensive workshop facilities with a comprehensive and a college on the same site: its Labour council has decided that it will develop the scheme itself, without taking the MSC money and the strings attached.

Sheffield has put in a proposal which its education supporters suspects the MSC will reject: it would offer vocational and technical education to all the 14–16s in one part of the city in an attempt to prevent the emergence of a separate technical curriculum, and would mean much larger numbers of pupils taking part than the MSC has stipulated.

In Cleveland, Labour since the last election, the Conservatives have concurred with the education director's advice not to make a bid. The director, Mr Alan Calderwood, says that the authority has been influenced by the refusal of the Education Secretary to fund its participation in an existing programme to help disadvantaged pupils.

Birmingham's proposal, initially involving 12 schools and colleges, has all-party support. In Liverpool, the Conservatives have backed the ruling Liberals in voting down Labour opposition to a bid.

Haringey, the outer London borough, was still trying to get its proposal finalized this week.

BBC Television's *Panorama* programme on the scheme last Monday has stimulated discussion among professional educators and politicians all over the country. Interviews with truanting pupils and disenchanted CSE entrants backed the assertions of the Education Secretary and Mr David Young, the MSC's chairman, that the present system was failing to meet the needs of non-academic youngsters and itself imposing selection. But some educators, like Hertfordshire head Mr George Walker, sided with the Labour politicians who said that the main resources and status would inevitably be channelled towards the academic pupils if technical streams were introduced.

France's Minister of Education, commenting on his country's experience of technical schools, said that one never heard people advocating them for their own sons. And a young pupil at one of the schools said they were looked down on by their former classmates as failures.

More time and money for micros

by Carolyn O'Grady

The Microelectronics Education Programme – begun in 1980 by the Department of Education and Science to offer training for teachers and to provide computer software – has been extended by a further two years and given an extra £9m.

The project, which was due to end in a year's time, will now have a total budget of £20m over the six years.

The MEP project complements the Department of Industry's micros-in-schools scheme which subsidized microcomputers for secondary and primary schools.

Mr William Shelton, Education Junior Minister, speaking in Birmingham at a presentation of school projects, said that electronics and control technology would be the next growth area in the curriculum "to give a grounding in the changing work environment".

Mr Richard Fothergill, director of MEP, said that schools had found that the microcomputer could be used across the curriculum and that few other countries were doing as much as Britain.

MEP software was becoming a valuable export commodity, he said, and consultancy services were in demand. MEP was having talks with the Department of Industry on how educational software could be marketed. MEP could eventually become financially independent.

During the past three years, about 400 programs had been produced by four national centres.

Last year training material was produced for 50,000 primary school teachers whose schools acquired computers under the DOI scheme.

Extra: microelectronics and control technology 35–46.

Motion over-ruled

A motion urging members of the Norwich branch of the National Union of Teachers to support a demonstration at the women's peace camp at Greenham Common has been ruled out of order.

The motion, calling on the Norwich City association of the NUT to urge members to support the demonstration on April 1, was turned down at an association meeting after its officers had sought legal advice from the union's headquarters.



Education minister Mr William Shelton (centre) is shown some project work at a national presentation by the Microelectronics Education Programme.

Ombudsman backs parents

by Sarah Bayliss

Two local education authorities, Lincolnshire and Kent, have been found guilty of maladministration by the local government Ombudsman in dealing with the allocation of school places.

In Lincolnshire, a parent was dissatisfied at the handling of his unsuccessful appeal for a grammar school place for his 11-year-old child. The Kent case involves a parent aggrieved at the way her application for a sixth form place for her daughter at a boys' school was dealt with.

The report on Lincolnshire states that the council was wrong to insist to the parent that places at a grammar school were allocated on the basis of merit alone. The Ombudsman's investigations have led him to agree with the parent that it is the limited number of places in grammar schools which is one of the main factors in determining whether or not a child gets a place.

The Ombudsman concluded that Lincolnshire should urgently consider altering its information to parents for the coming year. He questions whether it is right to tell parents in selective areas that the allocation procedure "is simply a matter of trying with as little disturbance as possible to put children in the schools that will best cater for their talents and needs".

The Ombudsman does not renew the parent's demand that his child should have a place at the grammar

In Kent the Ombudsman found, there were unreasonable delays in the way the country dealt with a parent's request that her daughter attend a boy's school for her sixth form education.

Sir Keith appoints Exams Council

by Biddy Passmore

The 14 members of the new Secondary Examinations Council were announced by Sir Keith Joseph, the Education Secretary, on Wednesday.

Although members have been chosen on an individual basis and not as representatives of a particular interest, the Government has none the less kept a careful balance.

Professor Jack Allanson, head of electrical engineering at Birmingham University and a leading light in the Joint Matriculation Board, has been chosen from the GCE side. From the CSE side comes Mr Donald Ramsden, secretary of the East Midlands Regional Examinations Board and joint secretary of the Joint Council of Examination Boards.

There are two headmasters: Mr David Williams, of Devizes comprehensive school in Wiltshire, and Mr A B Daniel, of Gowerton comprehensive school in Swansea. There is one teacher from an independent school: the ebullient Mr John Lewis, senior science master at Malvern College and a former chairman of the Association of Science Education.

Three members come from the local authority world: Mr Roy Harding, Buckinghamshire's chief education officer, Mr John Pearman, the straight-talking and much-respected Labour chairman of Wakefield education committee and Mrs Judith Walpole, a county councillor from Norfolk. Mr Walpole represents the Association of County Councils on the National Foundation for Education Research and was a member of the Thompson group on the youth service.

Mr Desmond Keohane, principal of Oxford College of Further Education, has been picked from further education and Dr Margaret Rayner, vice-principal of St Hilda's College, Oxford, from the universities.

A more controversial university choice in Professor Arthur Pollard, head of English at Hull and a Black Paper contributor.

There are two members from industry. Mr L P Grice, personnel director of GEC Telecommunications and Dr P L Kirby, director of research for Welwyn Electronics.

Finally, Lady Parkes, chairman of the London diocesan board of education, has been chosen as an all-rounder. She is also a member of the Press Council and of the Radio London Advisory Council.

The appointments are for three years. The Department of Education hopes they will have their first meeting soon after Easter.

Sir Wilfred Cockcroft has already been appointed chairman.

AMA on tour

Towns and cities will be consulted by the Association of Metropolitan Authorities over the next month on the Government's spending targets and the effect they are having on education and other services.

NUT blacking school job

Leaders of the National Union of Teachers are urging other teachers' organizations to join them in blacking the post of head of home economics at a newly-reorganized secondary schools in Plympton, Devon.

Miss Sheila Coleman, a teacher for 30 years at Plympton Grammar school, was the only internal candidate for the post at the new Elize Hele School.

However she has not been appointed to the post and has been denied access to grievance procedure.

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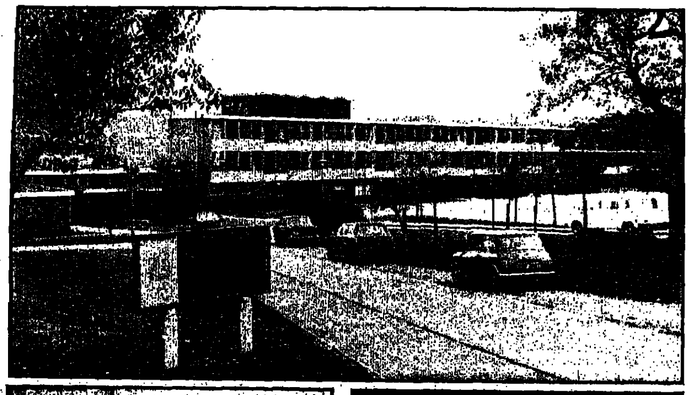
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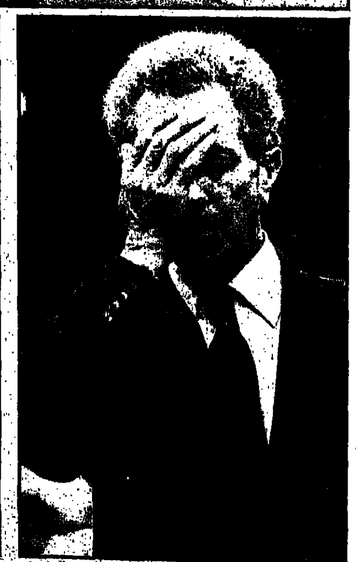
PLATFORM

Voucher power – for whom?

Nigel Bennett and Lynton Gray examine the likely consequences of education vouchers, and argue that a real extension of parental choice must lead to greater central control of the school system at the expense of local government.







The re-emergence of education vouchers as a live issue has already raised a number of concerns about the likely impact of any voucher scheme in terms of equity and costs. There would seem to be at least three current versions under consideration, all of which are presented as further steps along the road towards greater parental control over education.

Our concern is that, should any one be selected either on a pilot or national basis, it would be a far greater step towards the centralized control of the school system in England and Wales, driving a further nail in the coffin of the concept of a central–local government partnership in education. A voucher system can only be achieved at the expense of the further dismantling of the local government of education, for if a voucher scheme is to be both equitable and an extension of parental choice, the key decisions concerning the value of the grant and the circumstances in which it can be encashed must rest with central government.

In a voucher scheme, the annual cost of a child's education is calculated, and a grant entitlement for the appropriate amount awarded to the parents, who then have the opportunity to claim educational services from one of the schools participating in the scheme, either as a right, or after negotiation with the school. Upon the child's enrolment, the school is able to claim back the pre-determined value of the voucher. The value of the grant, the range of choice open to parents holding vouchers, and the nature of the payments to schools in return for the voucher are all key decisions in any voucher scheme.

The significance of the value of the voucher revolves around both variations in unit costs from school to school and l.e.a to l.e.a, and the extent to which the voucher would cover all the actual costs of educating a pupil.

A simple illustration demonstrates relevance of the former. Consider the parents of a girl of secondary school age, whose home is in the north of one of the London boroughs of Kingston or Merton. It is quite feasible, and entirely within the spirit of the 1980 Education Act, that they should decide to send their daughter to an Inner London Education Authority school in Wandsworth.

If the value of the education voucher were to be based upon local authority unit costs, then the Kingston voucher would have been worth £835 in 1981/82, the Merton voucher £793 – and the ILEA voucher £1,274. The Wandsworth school, in accepting the out-authority pupil, could well, therefore, receive less than two-thirds the sum obtainable from ILEA parents.

Unless pupils are to be excluded from state schools on financial grounds, such inequities would seem to argue very strongly either for differential vouchers, varying according to the selected school, or for a standard grant, centrally prescribed – possibly with some restricted regional variations, as is the case with student grants.

This problem is compounded when we consider what proportion of a school's costs should be encompassed by a voucher system. The costs of individual schools within the same l.e.a. vary considerably from one to the other. Any voucher system must provide the means whereby schools can either recover all their costs from vouchers received, or can obtain agreed "topping up" from parents or from central or local government sources.

However, both staffing and premises costs vary considerably between schools, in ways which lie outside their control. Staffing costs relate in part to the years of service of staff members, and could only be reduced by the replacement of senior staff members by more junior ones – not an economy likely to be within a head teacher's powers. Premises costs are affected by the debt charges incurred in the capital expenditure on school building, and consequently are normally far higher for new buildings.

The costs of schools within the state system also include an appropriate proportion of the central administrative services, probably amounting to at least 10 per cent of the total cost of running a school. It is an interesting speculation as to the extent to which l.e.a schools would be able to dispense with the services of, for example, the inspectorial, advisory and careers services in order to compete more effectively with private schools. It is possible that, were these l.e.a. services to be specified in terms of a charge per pupil or per school, pressures would mount to curtail or even abolish a significant proportion of them. The DES would need to ensure that the minimum provision as specified by the educational legislation was provided.

An equitable voucher scheme requires, therefore, substantial central governmental control over the five key area of decision – the value of the grant. The second area concerns where the grant may be spent. Only if private schools were included in a voucher scheme could there be any major extension of parental choice beyond the present legal position.

The 1980 Education Act granted parents almost as much choice as seems administratively feasible within the state system, particularly as interpreted in, for example, the Kent open enrolment scheme. The private sector is likely to insist that parents top up the voucher, to a level determined by the school, but it would seem inequitable if private schools were able to indulge in what they would perceive as a commercial necessity, without state schools being able to enjoy similar competitive opportunities.

The private schools are also likely to maintain their insistence that the right to refuse admission is not negotiable as a condition of participation in a voucher scheme. The state schools, in competition for the same government money, are likely to demand similar devolution of control over the admission process.

The analogy of the grant-aided student's admission to university or college is again appropriate here. The current l.e.a. powers to assign pupils to schools, already weakened by recent legislation, would dwindle still further. However, the DES would need to establish some ground rules for the consequent competition, to prevent parental wealth becoming the arbiter of pupil admission in state and private schools, and to stop government funds being expended by schools in extravagant, and even bizarre attempts to enhance their attractiveness to potential clients.

Giving the schools the right to

Nigel Bennett and Lynton Gray are senior lecturers in the Management Division of the Regional Management Centre at East London Polytechnic.

NEWS

Mathematician argues for less emphasis on full range of specialist skills and more attention to practical application

How doing sums detracts from survival maths

by Hilary Wilce



No convincing evidence for the argument that theoretical maths teaches children to think.

...ildren should not be given a ...his diet of long multiplication ...d division, fraction calculations ...d complicated money sums, ...cording to a leading mathemati...

..."Doing sums" is not the way to ...ch modern maths, according to ... Douglas Quadling, maths tutor ... the Cambridge Institute of ...cation, former president of the ...thematical Association and chair... of the Schools Council ...hematics committee. It is even ...estable whether maths is as im...ant a subject as is commonly ...med, he writes in an internation... journal of education.

...o back up his controversial argu..., Mr Quadling examines the ...ds of maths most often taught in ...ools.

...rvival maths – needed for ...ing bus fares and choosing ...ent exposures – is important, ...conventional teaching does little ...to develop it, Mr Quadling says. While maths school work is done with a pencil and paper, survival maths is almost always done in the head, and developed as much by everyday life as by lessons in school.

Specific mathematic skills, such as decimal calculations and differential calculus, are only useful in specific areas, Mr Quadling argues. Engineers need to know trigonometry and economists need to understand statistics, but few children will need to use the full range of specialist mathematical skills in their later lives.

"We also need to recognize that mathematics for use is something which changes with time. An obvious example is calculation with logarithms, which until recently was an essential accomplishment for anyone who had to carry out complicated calculations. Nowadays, when every person who has the need to do such calculations is likely to have access to a pocket calculator, this skill has become almost obsolete."

While theoretical maths, such as geometrical theorems, can give pupils pleasure and satisfaction, there is no convincing evidence for the argument that such "pure" maths teaches children to think.

What should be taught in schools, Mr Quadling says, is mathematics in use. Film and videos showing the mathematical contribution to subjects such as disease control, alternative fuels, town planning and food management should be made. Class work should consist of practical problems well within the pupils' range of experience.

Those could include designing a simple chair, conducting an experiment on bicycling speeds, working out a traffic flow problem and constructing a lampshade.

"It will be clear that, if the curriculum is constructed on these lines then the case for laying down particular mathematical content falls to the ground. It makes no sense to choose a mathematical topic and then look for 'applications' in real life," Mr Quadling writes.

But there are practical problems to be overcome. Examination constraints may throw up difficulties and few teachers feel confident enough to put textbooks on one side.

This is not the first time Mr Quadling has put forward controversial ideas on maths teaching. In 1981, when he was president of the Mathematical Association, he suggested that one way of alleviating the chronic shortage of maths teachers could be to stop teaching the subject to non-academic pupils. "Maths teaching in Russia", page 23.

Prospects, Vol XII, No 4, 1982. Unesco.

Compulsory language study urged at A level

by Nick Wood

Every sixth-former taking A levels should have to study a foreign language, says the Modern Language Association in a policy statement this week.

Local education authorities should "guarantee" that in all schools part of the sixth-form timetable would be set aside for language teaching.

The association says: "We recommend indeed that the study of a foreign language in some form be a compulsory element in the normal post-O level course."

Its proposal is the most ambitious of a series of recommendations put forward by the MLA in a bid to stem what it sees as an alarming decline in language teaching in secondary schools.

Spending cuts and falling rolls are "decimating" language classes, according to Mr David Morris, its chairman and one of the statement's principal authors.

As he made clear, the statement comes at a crucial time for language teaching. With DES consultative document on languages log-jammed in Whitehall, apparently because of politically-inspired differences between officials and the Inspectorate, the subject is in limbo and an easy target for l.e.a.s seeking to trim their budgets.

The association wants the Government to end this uncertainty by issuing its document as a first step towards drawing up a national policy for modern languages, which would include clear statements on matters such as teacher training and supply, timetabling and the provision of teaching materials.

Within such a framework, l.e.a.s would draw up policy guidelines on languages for schools in their areas.

The association sees its proposals as forming the basis of a national policy. Many have been aired before by other bodies concerned with language teaching. They include:

- All pupils should have an opportunity to learn foreign languages . . . Pupils should begin each study by the age of 11 and they should be encouraged to continue for as long as it benefits them;
- L.e.a.s should guarantee that each secondary school within the authority makes provision for at least two languages other than English;
- All pupils should have the right to certification at the end of their course of study – preferably not before the end of two years' study. A carefully worked out scheme of graded exams co-ordinated with exams at 16 plus, 17-plus will be vital; and
- A defined content syllabus is essential. The MLA believes that such an approach allied to a more enlightened examination system will do much to improve teaching and learning.

Political appointments alleged

by Richard Garner

...local education authority has been ...ferred to the local government ...mbudsman after the acting deputy ...ad of one of its comprehensive ...ols was removed from the short-...t of applicants for the post.

...e case of Mr Bert Cleaver, who ...s now applied for early retirement ...m his job at Willesden High ...ol in Brent, has fuelled claims ...m Tory opposition group council...rs and teachers' leaders that the ...abour-controlled authority is an...us to make "political appoint...nts" to its schools.

...Mr Cleaver, aged 50, who has ...n one of the school's two acting ...ads since the beginning of ...e school year, said the authority ...d not explained why his name had ...en removed from the shortlist.

...Mr Cleaver, in a letter to the ...ough's Miss Gwen Rickus, direc...r of education, says he is seeking ...early retirement because "this shabby ...ssue has totally destroyed my ...otivation for the task".

...Mr Bob Lacey leader of the Con...rvative opposition group on the ...uncil, said he had sent details of ...e case to the local government ...mbudsman. But, he added: "The ...mage is in the deed is done and an ...pointment has been made – and ...ere can be done about that."

...He believed Mr Cleaver might ...ve a case for claiming constructive ...smissal at an industrial tribunal.

...Mr Patel said: "Putting it bluntly, unless ...u are black or a full member of the ...abour Party – you don't get ...ywhere in Brent."

...The case of Mr Cleaver comes at a ...me when leaders of the National ...ion of Teachers in Brent have ...pressed concern over changes in ...ppointment procedure.

...On Tuesday the Brent association ...ecided to urge the union's nation... executive to investigate allega...ns of discrimination against NUT ...embers.

Ulster spending ravaged by inflation

by Sarah Bayliss

Schools' allowances for spending on books and equipment in Northern Ireland have suffered more from the ravages of inflation over the past four years than average capitation allowances in England and Wales.

According to a new survey by the Educational Publishers' Council, schools' average purchasing power has dropped by almost 11 per cent in Northern Ireland since 1979, compared with 6 per cent in England and Wales.

A comparison of the average amount spent annually on books for each child suggests that England and Wales spend more on primary pupils, £6.27 per head compared with £4.70 in Northern Ireland, which spends more on secondary, £11.09 compared with £8.78.

Another important finding is that unlike the picture observed in England and Wales, there are not wide inequalities of provision from region to region. Nor are there any regions which spend a great deal on books and equipment.

This is largely because a system of national standards exists to which all five education boards must broadly adhere.

"This (system) eliminates evident injustices' caused by the widely differing rates in other parts of the UK," states the EPC. And yet, like everywhere else it has proved impossible for education expenditure levels to be maintained in the face of imposed and crippling public expenditure restrictions."

A pamphlet which is the last in a series of regional publications by the EPC, explains that every year a working party representing the Belfast, North Eastern, South Eastern, Southern and Western education boards meets with the Department of Education to agree an increase in what is known as the "free books and practice material allowance". For the year 1982–83 the increase was set at only 4.5 per cent.

Importantly, the allowance does not cover any sizeable items of equipment. According to the boards roughly 40 per cent goes on books – the rest on art and craft materials, exercise books, pens and paper, but no other items, such as cleaning materials or telephones.

In 1982–83 the allowance in Northern Ireland for each primary school child is between £10.66 and £15.88 depending on the age and level of education, and in secondary between £21.21 and £34.43.

While these approved sums are described by the EPC as a maximum, they can also be supplemented by parental contributions. "Like everywhere else in the United Kingdom, ensuring an adequate supply of equipment for the school becomes more and more dependent upon the ability of the head teacher to act as a manager and whether or not the parents are willing and able to provide the cash."

The school library service is said to have suffered the brunt of spending cuts. Here there has been a decrease in per capita spending of between 47 per cent and 83 per cent. Library allowances in the South Eastern board have been cut back from £1.60 in 1979 to 35p per child in 1982–83.

The Department of Education issues guidelines on school library provision, and indeed last August stipted that primary children should have access to 11 items each and secondary pupils to 13 items each.

Guide to Schoolbook Spending in Northern Ireland, from the EPC, 19 Bedford Square, London WC1B 3HJ.

Challenge withdrawn

A challenge to the ruling on the disarmament debate by Mr Alf Budd, president of the National Union of Teachers, was withdrawn last weekend in order not to prejudice discussion on the issue at this year's conference.

The challenge was mounted by Mr Jack Chambers, immediate past-president, after Mr Budd had ruled an amendment to a disarmament motion due for discussion at Easter, calling for a ban on siting nuclear weapons in Britain, out of order at an earlier executive meeting.

NUT pledge to discipline the racists

Leaders of the National Union of Teachers have made a written commitment to discipline members guilty of racist conduct.

In future, the union's professional code of conduct will stipulate that racist behaviour is an offence punishable by such disciplinary measures as fines, reprimands or expulsion from the union.

Mr John Bowdler, chairman of the NUT's multiracial committee, said that any member who acted against the code should be hauled before the union's professional conduct committee.

"We mean to show we aren't pussy-footing about on this. It is effective as of now and a circular will be going round to local associations telling them of the executive's decision," he said.

A motion before the executive meeting at the weekend would have meant adopting the move as part of the union's ethical stance without writing it into its code of professional conduct. However, the stronger line was eventually adopted by 38 votes to two.

Mr Bowdler said: "I think this will show our black members that we've got more than paper commitment to opposing racist activities. It is a union rule and a member who breaks it is in some peril.

"Also, the term 'racist' is a jibe which is often levelled against somebody and it would now be possible for a person in that position to have a fair hearing before the professional conduct committee and for their name to be cleared.

"If we had accepted the weaker motion, it would have meant a teacher who said in front of the pupils, of another teacher: "You can't teach for toffee' could still be brought before the union's professional conduct committee whereas a teacher who made a blatantly racist remark couldn't be subjected to disciplinary procedures."

PRIMARY



Youngsters taught by the group approach have higher reading and comprehension ages and lower error scores.

Groups make good readers, says study

by Nick Wood

Children who are taught to read in small groups do better than those given individual attention by their teachers, according to a new study.

It says that, irrespective of their ability, youngsters taught by the group approach have higher reading and comprehension ages and lower error scores.

The study suggests that the familiar classroom line of restive children, books in hand, waiting for a minute or two of their teacher's precious time, is not the most effective way to teach reading.

Mrs Mary Sandby-Thomas, of the New University of Ulster, who reports her findings in the latest issue of the *Journal of Research in Reading*, puts forward five reasons for the success of the group approach:

- Reading instruction time – the time the teacher spends on activities such as phonics, teaching new words and hearing children read – is much higher;
- Teachers have more opportunity to question pupils and so strengthen their understanding of what they have read;
- Together, children can be heard reading more frequently and for longer periods;
- Teachers are given more scope for follow-up work based on the reading lesson; and
- Teachers are less often interrupted by pupils and so can give more time to hearing their class read.

The results are based on detailed investigations of the organization of reading in 14 classes of six-year-olds. Standards reached in the eight "group" classes were compared with those in the six "individual" classes using samples of children matched for age, ability and level of parental interest.

Other than organizational factors, there were no significant differences between the two types of classes. For instance, the teachers were all of roughly equivalent age and experience.

Part of the study involved observation of the teachers at work. It was found that the individual approach could prove a waste of their time and energy.

For instance, one teacher spent 28 minutes out of a 43-minute lesson dealing with interruptions while she struggled to hear 11 children read individually. "At one stage, children were 'reading off' different pages simultaneously while 19 pupils queued up looking for help," Mrs Sandby-Thomas adds.

She goes on to say that the individual approach limits the time a child spends with the teacher. "One or two minutes of individual attention is not always long enough to help a child develop his ideas or motivation sufficiently to enable him to work on or even to 'catch up' the reading . . .

"It is hard to resist the conclusion that though the greater majority of children in the group received less individual attention, they might gain more stimulation at a higher cognitive level from an extended 5-minute discussion with the teacher than from the one or two minutes' private attention they would otherwise achieve."

Journal of Research in Reading, Volume 6, Number 1, 1983. Details from: The administrative secretary, the United Kingdom Reading Association, Edge Hill College of Higher Education, St Helens Road, Ormskirk, Lancashire.

Northumberland is trying to overturn a DES reprieve. Sarah Bayliss reports

Village school threatened for second time

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THE TIMES SUPPLEMENTS' REPRINT SERVICE

Schools and Computers

Unfortunately we are now out of stock of this 12-page reprint and therefore cannot fulfil any further orders. We apologise for any inconvenience this may cause.

Parents are re-launching a rescue campaign after the issue of closure notices against a village school thought to have been saved.

In an unusual move the Labour-controlled Northumberland County Council is attempting to overturn a reprieve granted on a small primary school by Sir Keith Joseph last August.

The Department of Education will be told that the decision was based on incorrect facts and that it has made it impossible for the county to close other small schools.

Closure notices were pinned last week to the gates of Beadnell Church of England First School which serves the village of Beadnell, with 17 children aged five to nine on its register.

The school, which has two classrooms, employs a head and a part-time teacher plus a part-time cleaner, cook and clerk. Northumberland would save £20,000 in a full year by its closure.

Sir Keith's decision last summer to reject notices came as a surprise because of the small number of children on roll. Much bigger primary schools continue to be closed.

At the time Sir Keith said his judgment differed from Northumberland's "because the numbers of pupils at Beadnell are projected to increase and because the closure of this well-supported school would have removed parental choice for Church education in the area."

He had received strong objections to the closure from parents, governors and the parish council, plus a petition of protest from the local community.

But in a narrow vote last month the council voted 30 to 28 not to accept Sir Keith's decision, claiming that the two reasons given for his decision were based on incorrect facts.

A report from county officers emphasizes that pupil numbers are not expected to vary to any "significant" extent above 20 and that another Church of England first school is available 5½ miles away in the village of Embleton. "The availability of this Church school was not mentioned in the notice previously submitted to the Secretary of State."

The report also states that following the Beadnell decision most councillors cannot see how they can be expected to implement Sir Keith's national policy of removing surplus school places.

"To do so would be unfair to the parents of pupils at other small schools, unless the decision at Beadnell can be explained more coherently than at present," it says.

Mrs Janie Heppell, a Conservative county councillor who lives next door to the school and who has campaigned on its behalf, said Sir Keith's decision should have been accepted as final by the county council. It was damaging to the children's education to continue the uncertainty.

She believed Sir Keith had judged it on its own merits and on the basis of parental and community support. "It is nonsense to suggest that if it remains open it will be impossible to close other small schools."

Over the next two months – the statutory objection period – Beadnell's parents are expected to resubmit their original objections and population forecasts for the area.

They will also emphasize that the distance to the nearest Church of England school is too far for infants to travel every day. The nearest county primary school is two miles away.



The head and pupils stand outside Beadnell school: new closure notice.

Power shock

The power packs for 14,000 Sinclair ZX Spectrum microcomputers sold to customers since January this year may be faulty, and could deliver a dangerous electric shock. The Spectrum is one of the three computers in the Department of Industry offer to primary schools.

Sinclair Research have launched an urgent campaign to recall the power supplies involved. They are easily identified: the lead to the computer is black and white.

This could have affected 28,000 machines, but just over half were found to be unsold in shops and were withdrawn. Customers who bought by mail order, or through the company's educational distributor, are being notified.

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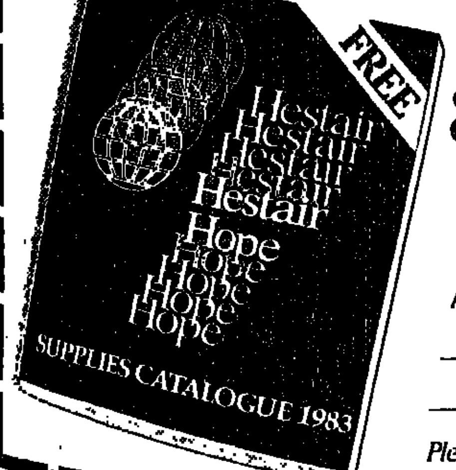
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NEWS

HMI reports

Copies of the reports are available from the relevant l.e.a.s or the Education Department, Welsh Office, Cathays Park, Cardiff.

Uneven standard of work criticized

A comprehensive in the Welsh-speaking area of Gwynedd is criticized for "uneven, sometimes rather poor" standards of work in another report.

The Ysgol y Modelwyn in Blaenau Ffestiniog, which has 577 pupils, achieved disappointing results because staff tolerate untidy, incomplete work and have low expectations in a number of subjects, the inspectors suggest.

Teachers need to devise graded tasks in mixed ability work and to be less didactic in their approach, freeing their pupils from the "tyranny of notes, copied or dictated".

The inspectors also describe the standard of A level work in the school as "mundane or low", with disappointing exam results. (The highest pass achieved in any subject last year was a grade C).

But the report says the relations between staff and pupils are good and pupils behave courteously.



Staff and pupil relations are good.

How musical are their valleys. . .

Singing, traditionally the glory of the Welsh valleys, still reigns supreme in the Principality's schools, the first published HMI reports from Wales show. Other kinds of music – and the visual arts – come a poor second.

"In general. . . pupils' opportunities in art and craft are limited" was one verdict on Tonyrefail's primary schools. "Drawing and painting are practised everywhere but with varying degrees of commitment" is the inspectors' comment on primary schools in Powys. But the pupils warmed to their singing.

Welsh music inspectors, however, have delicate ears. As the Powys report says of singing in primary schools: "In many smaller schools, the bringing together of all the pupils for singing, while socially commendable and occasionally delightful to singers and listeners, can cause problems for the youngest children as the traditional settings of most songs and hymns, too high for fragile voices, can encourage them to shout."

And one HMI, in an otherwise delightful nursery school, found the piano "sadly out of tune".

● The first HMI reports on Welsh schools are printed below.

Powys primary school staff cuts begin to nip

by Biddy Passmore

Powys, the sparsely-populated heartland of Wales, is the subject of the Inspectorate's first published report on a Welsh education authority.

Although Powys covers nearly a quarter of all the land in the principality, it has the smallest population (108,000) and lowest population density of any county in England and Wales. The catchment areas of some of its 12 secondary schools are bigger than 200 square miles.

The inspectors note some of the inevitable results of these conditions: small primary schools with many mixed-age classes, lack of post-school activities and professional isolation. But they also show the other side of the coin: low staff turnover, good – sometimes outstanding – relations between teachers and pupils, and between schools and the community; and very few serious behaviour problems.

Ten of the secondary schools reserve the right to use the cane but rarely do so. Only one school had used it extensively (49 times) in the first six months of the academic year 1981–82.

One important feature is the extent of book provision for schools by the county library, which the inspectors say is "excellent and fully justifies the l.e.a.'s expenditure." Although capitation has been sharply cut, there is little evidence yet of shortage. Many head teachers argue, however, that stocks have now been exhausted.

The l.e.a. should resist the tendency to rely increasingly on the support of parents and the community to provide "necessities rather than desirable extras", the inspectors warn.

Eighty-five per cent of the county's primary schools have mixed-age classes, the report says. Teaching problems have been exacerbated by recent staff cuts, which have turned small two-teacher schools into schools with only one teacher and increased the age range in many classes in larger schools. Schools frequently make the problem worse by admitting rising four-year-olds each term.



Powys book provision seen as excellent

"Until organizational problems of this kind are surmounted, in most cases there is likely to be a deterioration in the quality of education of the pupils", the inspectors say.

The county is, however, praised for keeping its corps of music and remedial teachers intact at a time of cuts.

Accommodation is mostly at least satisfactory and there is plenty of space, although it is sometimes badly used, HMI reports. Most schools are generously provided with equipment, and some goes to waste. One school, for example, had a spare classroom where many hundreds of pounds worth of outdated video-filming equipment was gathering dust.

On the whole, the general standard and approach of the county's primary teachers is described as "impressive", although a small number of head teachers in particular are said to lack "educational conviction and vigour."

Schools concentrate on the three Rs and show a tendency to start formal language work and written sums too early. Most teachers rely too heavily on familiar materials and methods but the inspectors note encouraging new developments in the north of the county, based on local teachers' centres.

At secondary level, there are 12 all-through comprehensive schools. Staffing is uneven and classes of more than 30 pupils are not uncommon in basic subjects like English and maths, especially in the upper ability sets. In-service provision has been "cut to the bone," the inspectors say, and ancillary staffing is now uneven because of a freeze on appointments.

The general picture of work is traditional, with much rote learning and teaching to examinations. No school has unadulterated mixed – ability teaching throughout the first year and by the third year all schools are setting or streaming or banding with setting.

HMI found a tendency for work related to 16-plus exams to start in the third year, giving rise to "the inappropriately formal treatment of some topics and the acquisition of much ill-digested information on the part of pupils."

Although the inspectors noted some examples of good and imaginative teaching, they found too much mechanical learning for pupils of average ability and below in both English and maths. Non-examination humanities courses were mostly "lacking in both coherent and intrinsic interest." "Examination" classes tended to be dominated by the demands of the external syllabus.

Powys achieves creditable exam results, the report shows. Over the five-year period 1975–76 to 1979–80, it came second out of the five Welsh counties in the table of those achieving five O level passes, for instance, although it has the lowest proportion of professional/non-manual workers.

But HMI stresses that these statistics conceal great variations between schools. In one school, 40 per cent of the fifth year group got five or more O level passes while in four others fewer than 20 per cent crossed this threshold. And more than 10 per cent of the original fifth year group in two schools obtained three A level passes, compared with fewer than 5 per cent in two other schools.

Misuse of skilled staff highlighted

Misuse of staff time and expe… one of the chief problems to e… from the study of 18 nursery … primary schools in the To… catchment area of mid-Glamo…

The schools, in a typical … mining village, have all the … of a close-knit community. But … of the advantages of a richly … experienced teaching force has … been exploited, the inspectors … Welsh-speaking staff, for … are badly distributed and … heads often undertake menial … such as bus duty.

The initial training and … quent experience of acute pro… ders rarely match the circ… areas for which they are respo… the report says. And in-service … ing is infrequent: nearly a … staff, including half of the … teachers, had not attended … courses in the three years before … survey.

Teaching tended to be rather … Inspired and was usually set … ed to pupils' individual needs, … local environment and local … were not used to advantage.

All schools had adequate … and equipment, partly because … had raised substantial funds … parents. One school had raised … from a single day's activity.

Nantymoel nursery school in … Glamorgan is given a glowing … up by the inspectors, who say it … "many features worthy of … emulation". The interior is well … signed and stimulating, the staff … dicated and imaginative, even … food is good. But, says the report, … "it is unfortunate that the … potentially excellent piano is … out of tune".

Two views of success

HM Inspectors' view of what … a good primary school comes … clearly in two reports on Welsh … maries, Virginia Makins writes.

… is on Albert Road primary, Pe… where separate infant and … schools were amalgamated in … The other is on the separate … and junior schools at Cefn … Gwent, which are due to amal… mate.

Albert Road is praised for … ly all aspects of its work. The … commended for her leadership … courage ment of staff to … in-service training, and … of staff in curriculum … policies.

At the Cefn Wood school, … suggest that much more … volvement and better use of … responsibility posts is needed … curriculum co-ordination and … velopment. They recommend … and more carefully chosen … vice for staff.

Albert Road's approach to … glish, taught across the curri… and based on the children's … writing, wins approval. At … Wood juniors, the HMIs suggest … much time is spent on "… exercises" to practise "… skills".

More progress might be … say HMI, by teachers … English skills through children's … writing. HMI praised some of … school's topic work, … mended more time should be … on it.

Cefn Wood juniors has a … unit for slow learners, with … dren and four teachers. … average, HMI are critical of … lure to assess children with a … designing individual programmes … them, for its limited objectives … teaching approach, and for … lure to integrate children …

NEWS

16–19s victims of cuts and shaky policy

by Virginia Makins

Sixteen to 19-year-olds in Redditch, Hereford and Worcester, are being short-changed educationally because of expenditure cuts, the lack of a clear policy to coordinate provision and the failure to inform them about the opportunities available.

This is the main implication of a report by HM Inspectors on full-time provision for 16 to 19-year-olds in Redditch. The HMIs visited two of Redditch new town's five 13 to 18 high schools and its college of further education as part of a series of inspections to assess the range and appropriateness of courses available for 16 to 19s.

In general the HMIs found that because of expenditure cutbacks, educational planning in Redditch has been difficult." There has been disagreement over catchment areas, and both high school sixth formers and staff at the FE college felt school pupils were not informed about possibilities at the college. The local authority should plan and inform on a policy for systematically students about FE courses.

Schools have been "very ready to accept students after 16, whether or not suitable courses are available." The HMIs found many small teaching groups, and some extravagant deployment of staff, in both the schools and the college. This could restrict chances for younger pupils in the schools.

If sixth-forms "are thought to be essential to the schools", say HMI, clear responsibilities must be defined so the schools and college maintain adequate provision. At present, the various institutions "work very much in isolation."

The college does well with non-academic courses, but its GCE results are poor. The schools have little to offer their sub A-level students, and encourage pupils to stay on even if there will be no obvious benefit. School pupils are not informed about business studies courses for abler students at the college.

Both the school sixth-forms showed too much division in the sixth-form between girls, studying arts, and boys, studying mathematics and sciences. At Arrow Vale High School the imbalance was so "unusually marked" that HMI recommend urgent investigation of its causes.

Library provision – both book stocks and staffing – were inadequate in the high schools, and Bridley Moor High School is asked to review the running of its library "with some urgency."

Good relations between staff and students were found in all three institutions. But teaching methods in many departments in both Bridley Moor and the FE college were criticized for being too didactic, and failing to encourage independent thinking and critical judgment.

At Bridley Moor, HMI felt narrow teaching was affecting final results. HMI say: "It may be that higher grades would be achieved if students were given more challenging tasks." At Arrow Vale, HMI approved of "more variety in sixth form teaching than is often the case."

In conclusion, HMI say that expenditure cuts and worsening pupil-teacher ratios since the inspection in March 1982 mean that schools and the college are facing increasing difficulties in maintaining adequate provision. "A review of policy and provision is therefore all the more urgent."

Infant school's failings pinpointed

A multicultural city infant school comes under the HMI microscope this week with a report on Henry Cavendish in Tooting Bec, Inner London.

Some 17 per cent of its 168 children come from an Asian background, 4 per cent from an African one, 5 per cent Mauritian and 3 per cent from other non-English families.

The school has an extremely experienced staff – the head has been there for 14 years and five teachers for eight years or more.

The HMIs found the school had poor resources for multicultural education, and paid "almost no attention" to religions other than Christianity. They report, however, that the school is now beginning to tackle the multicultural gap.

It was also, says HMI, now trying to improve the teaching of English to the 24 per cent of children who do not speak it at home. The HMIs found that some of these were not receiving the intensive individual teaching they need.

Standards for mathematics, reading and writing were satisfactory, though HMI judges that struggling readers could do well with more phonics and able children with more extended maths and writing. The HMIs praise the school's music and physical education.

In general, the HMIs suggest that more systematic staff discussion would lead to greater coherence in the work, and better progression, particularly in topic work and arts and crafts.

HMI reports

Punishment record criticized

by Biddy Passmore

… small secondary modern boys' … school has been criticized by the … Inspectorate for excessive use of … corporal punishment.

HMI found 92 recorded instances … of corporal punishment during the … first half of the 1982 autumn term at … St Mary's Roman Catholic school in … Trafford, Greater Manchester. In a … report on the school, which has only … 103 pupils, the inspectors express … surprise at the extent of the prac… tice, as the boys appear well-man… nered and the staff show "a very … exciting interest" in their pupils.

The use of corporal punishment … for some offences scarcely seemed … warranted, they say, and they re… commend that the school should re… consider its policy.

Although relationships between … teachers and pupils are described as … "generally sound," HMI also found … an authoritarian atmosphere in some … classrooms, with teachers dominat… ing the discussion and little en… couragement for pupils to join in.

Overall, the school presents "a … mixed picture", the inspectors say. … While the work is often suitably … demanding of the more able, the … average and less able pupils find … much of it too difficult. Staff should … also make sure that work is com… pleted and take more trouble to … mark it thoroughly and construc… tively.

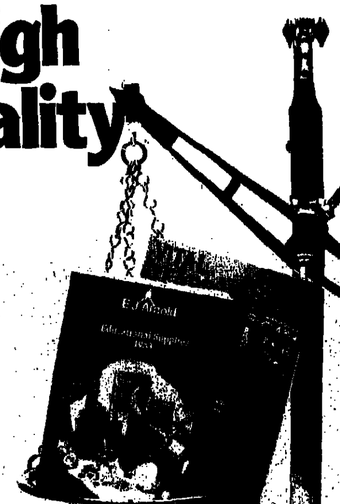
HMI describes the quality of … writing as "low" and of much writ… ing as "disappointingly poor" with … some writing in year one better than … that in years four and five. But a … good proportion of pupils clearly … enjoy their work in mathematics and … pupils consistently present it well, … the inspectors say. There is also … warm praise for work in sport, art … and history.

… science, however, is "seriously … book-equipped" and the time given … to it "minimal".

… The school roll has fallen by 20 … per cent over the last four years and … nearly 20 members of staff. HMI … identify that the school might dis… cuss and share its strengths and … weaknesses with other schools as well as … encouraging further in-service …

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Borstal adequate

Education at HM borstal and detention centre at Usk, which is the responsibility of Gwent local education authority, is generally found to be adequate. But the inspectors would like to see closer links between the education department at the borstal and detention centre and Pontypool tertiary college.

the initial teaching alphabet

ita

General Secretary:
Mrs J. Linton
11 The Square, Tillingham
Southminster, Essex

Merthyr does well despite the blight

A 12-year-old comprehensive in a blighted mining town in mid-Glamorgan is shown as doing a good job under difficult circumstances – and with the potential to get better.

Cyfarthfa comprehensive school in Merthyr Tydfil has shown a generally positive response to problems "potentially inimical to the educational and social development of many of its pupils", the inspectors say. It was designated a special priority school in 1974, partly because it had such poor buildings (some of the lower school's buildings are still "totally unsuitable and depressing"). A quarter of the pupils qualify for free meals and 58 per cent of last year's 16 and 17-year-old leavers failed to find jobs.

The school's two sites are two miles apart. Yet the report says the school, which has nearly 1,200 pupils, has achieved an orderly, happy and relaxed atmosphere and commendable standards of work in most departments. Principal weaknesses needing immediate attention are in remedial provision, in commerce, and – in particular – in courses for the non-academic sixth former.

The inspectors say the teachers are suitably qualified but need more in-service training. They note a tendency for teachers to overemphasize writing, especially the copying of notes, at the expense of reading and talking.



Merthyr . . . hit by the recession

NEWS

Human rights commission expected to condemn caning

by Richard Garner

The Government is likely to find itself in breach of the European Convention on Human Rights because of its refusal to abolish corporal punishment, according to a leading barrister.

Counsel's opinion sought by STOPP, the anti-caning pressure group, suggests the the European Commission on Human Rights will soon rule that corporal punishment is "degrading".

This would increase the pressure on the Government to abolish corporal punishment following the European Court of Human Rights' judgment last year that parents should have the right to stipulate their children should not be subjected to corporal punishment. That case was brought by two Scottish mothers, Mrs Grace Campbell and Mrs Jane Cosans.

STOPP sought legal opinion as the Commission prepared to consider several cases brought by English parents.

The Commission is now being asked to go a step further and rule whether caning is "degrading".



Mrs Grace Campbell

The legal opinion, given by Mr Stephen Sedley, suggests local education authorities have a moral obligation to ban corporal punishment.

It suggests, too, that the High Court judgment late last year – which ruled that Manchester had acted illegally in introducing a ban on corporal punishment without adequately consulting its teaching force or school governors – might have been different if judges had possessed all the papers from the earlier Court of Human Rights decision.

Meanwhile, 13 l.e.a.s have now abolished corporal punishment in all their schools.

The latest to join their ranks are Labour-controlled Humberside and Doncaster, where corporal punishment ended in January. The ruling Labour group on Barnsley Council has made a commitment to abolish corporal punishment part of its manifesto for next month's local elections.

Those who have also abolished it are: Haringey, Waltham Forest, Brent, the Inner London Education Authority, Derbyshire, Newham, Hounslow, Avon, Lothian, Strathclyde and Sheffield.

STOPP says that 63 of Britain's 125 l.e.a.s have now either banned corporal punishment, are committed to doing so, or are seriously considering abolition.

Twice as many without jobs

The number of teachers registered as unemployed has doubled during the past four years.

In reply to a Parliamentary question, Sir Keith Joseph, the Education Secretary, said that the unemployed in September, 1982, included 9,000 primary teachers, 13,000 secondary teachers and 6,000 in further and higher education – compared with 4,600, 6,000 and 3,000.

But there is an increasing [illegible] of vacancies for British [illegible] abroad. The British Council, [illegible] recruits teachers for overseas [illegible] tries, reports that it placed [illegible] teachers in posts overseas in [illegible] By 1982 this had risen to 40[illegible]

A similar increase in overseas [illegible] cruitment is reported by Voluntary Service Overseas.

New scheme ends selection in Worcester

by Sarah Bayliss

A scheme which would end selective secondary schooling in a county and introduce a new break at 16 has won approval from Sir Keith Joseph, the Education Secretary, just 10 days after it arrived on his desk.

With unprecedented swiftness, Sir Keith has given the go-ahead to Conservative-controlled Hereford and Worcester, allowing it to open six comprehensive 11 to 16 schools in place of eight secondary moderns by September.

The schools and a new sixth-form college, opening in a former grammar school in 1984, are based in the city of Worcester and the outlying area of Martley.

By approving the plan, Sir Keith has finally buried a controversial proposal for a "super" mixed grammar school plus a pattern of 11 to 16 schools which Conservatives in the county were advocating for Worcester this time last year.

Sir Keith rejected that plan last October, prompting the resignation of Lieutenant Commander Nigel Laville, who as chairman of education had masterminded the super grammar. The county was urged to resubmit a modified scheme, omitting the super grammar which had raised scores of written objections; any alternative would be treated as a priority.

Dr David Muffett, the new chairman of education, said this week that Sir Keith had been "singularly quick" in making his decision. The chief education officer had delayed the plan by hand to the Department of Education and it gained approval 10 days later.

"We've got six clear months which to get organized and the perfectly adequate in my view."

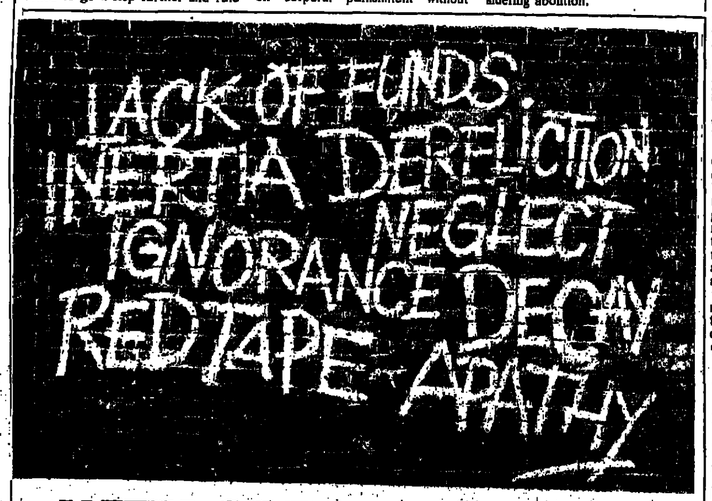
Mr Harold Poyner, secretary of the local association of the National Union of Teachers, expressed concerns about the timetable for creating the new schools but said his union was pleased that at last comprehensive education was being introduced.

The changes would mean that the entire county had comprehensive education. "The objections to the latest scheme were minimal compared to the outcry over the grammar," he said.

The headships of the new 11 to 16 comprehensives have been filled and job descriptions have been issued to more than 300 teachers who now have to re-apply for their posts by next Monday. There is a policy of no compulsory redundancy, but a number of teachers will be offered jobs outside Worcester.

Ten teachers from the King's Grammar School for Boys have been asked to be employed in the new county schools because their present school is due to go independent.

The new sixth form college will employ teachers on school reorganizations. Staff teaching A level classics at the college will also be expected to take classes in the 11 to 16 schools to encourage take-up of the subject.



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Muslims' complaints investigated

by Bert Lodge

The largest grouping of Muslims in Bradford said this week they would encourage parents to keep their children in county schools, provided the special needs of their faith were met.

The Council for Mosques was reacting to a remark in *The TES* last week by its secretary, Mr Faquir Mohammad, that parents would support Muslim voluntary aided schools. The city education authority is currently considering a request from another group to have five schools re-classified as Muslim voluntary aided.

"Mr. Mohammad was just giving his personal opinion. He did emphasize that the council had not yet formulated a policy," Mr. Sher Azan, president of the council representing 17 of Bradford's 23 mosques, said.

A statement from the council last Monday claimed that Muslim requests for recognition of their cultural, religious and dietary needs in Bradford schools had been ignored for the past 20 years.

It added: "It now appears, however, that some positive thinking is taking place. Negotiations are going on and as a result a local authority memorandum has been prepared and sent out to all county schools."

● A bid by Bradford education committee for £100,000 out of the total £131m education budget to help supplementary schools and mother tongue teaching failed to get past the full council this week.

College with prayer hall appeal ca[illegible]

A prayer hall and 17 [illegible] costing £1m are to be [illegible] Muslim college near [illegible]

The college, founded [illegible] Victorian mansion in [illegible] tion area, aroused stro[illegible] with its development plans [illegible] councillors last year rejected [illegible] ginal application. The [illegible] reversed by a planning [illegible] ter the college appealed.

As a result the Dar[illegible] male college plans to increase [illegible] bers on roll from 300 [illegible] present half the students [illegible] ted at the age of 16 [illegible] six-year course in Islamic [illegible]

Those opting for the [illegible] then go on to Cairo Univ[illegible] further study in Saudi [illegible] the rest, aged 11–16, [illegible] similar to normal secon[illegible] tion with RE in Islam.

The college currently [illegible] students from France, [illegible] Saudi Arabia, Nigeria, [illegible] and Barbados, paying [illegible] year.

The domed prayer hall [illegible] be built aroused mixed [illegible] among local people. [illegible] Saeed, college secretary, [illegible] week it would not be as [illegible] as some people feared.

He said: "But the [illegible] Islam are that we pray [illegible] day, each time touching [illegible] with the forehead. This [illegible] must be at least four feet [illegible] each row. With 300 students [illegible] requires a fairly large area.

NEWS

Biddy Passmore accompanies MPs on a field trip to look at tertiary provision in Richmond

A clean suburban break —is this the way ahead?

Richmond upon Thames is the only education authority in England and Wales to have put all its 16 to 19 eggs in one basket: a single college catering for some 3,000 students in the shadow of Twickenham rugby ground.

The borough, therefore, made a logical last stop for the Commons Select Committee on Education's inquiry into 14 to 19 provision.

In urban Cleveland and rural Hampshire, they had found the break at 16 well advanced, with tertiary colleges just breaking into a mixture of sixth-form and further education colleges. Would suburban Richmond prove that a clean tertiary break was best?

The Select Committee was armed with last week's HMI report on the college, which praised its results but criticized its complex organization and lack of special facilities.

The college, an amalgam of three institutions, originally adopted a very complicated management system for pastoral care and teaching, with eight "divisions" responsible for interviewing students, making up their study programmes and organizing tutor groups but a separate network of 15 "teaching teams" running subjects and courses.

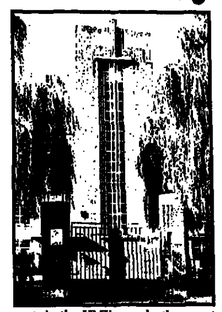
HMI criticized this separation of responsibility for students' welfare from responsibility for their academic progress. The college plans to put matters right this autumn, when four "collegia" will spring up in place of the divisions. Each collegium will cover a range of disciplines and provide all students with a common core of general education, the lack of which was also criticized by the Inspectorate. Academic management will be simplified by reorganizing the 15 teaching teams into four schools, each headed by a dean of studies.

Administrative problems take on a new significance in a college the size of Richmond tertiary. The buildings are a warren, with the cheerless corridors of a 1930s technical college cheek by jowl with handsome new library, music and drama blocks. Numbering of rooms is eccentric and signposts seem unreliable, with one arrow to the library pointing straight down through the floor.

These defects were roundly criticized by the Inspectorate. They blamed the authority for allowing the college to go undecorated and the college for failing to use resources like its excellent art and design department, (and its students) to cheer the place up.

In fact, the borough is grateful to the Inspectorate for placing such emphasis on the building's deficiencies, Mr Peter Waters, the borough's director of education, told the MPs this week. Richmond has just been allocated £50,000 from the capital funds Mr Michael Heseltine recently urged authorities to spend – and, exceptionally, the DES is allowing the money to go towards redecoration.

The money will help to rectify perhaps the most outstanding deficiency of all: the lack of common room facilities for students. At present, in the HMI's words, they must resort either to a snack bar which is "a bleak, cheerless and often squalid place" or to the corridors. The MPs had to pick their way over a number of student legs on Monday.



Mr Guardino Rospigliosi, who took over as principal in November, said the plan was to free a number of classrooms and turn them into mini-common rooms.

The students themselves seem to like the college, despite its size and lack of social facilities. "You soon get used to it", one said comfortingly.

There was general agreement that the college was *much* better than school, which students could not have stood for another moment. "They treat you better here – as adults and not children", was the clinching factor.

There seemed to be little sense of community in the college. Most students without classes to go to either sit in the corridors or go home – although some pointed out that there were plenty of clubs to join and facilities for music and drama were much better than at school.

The new collegium system should help reduce the sense of isolation and the students' union is also trying to get things better organized. Philip Cave, president of the union, told the MPs: "We want to make sure students have a full timetable of social events as well as their curriculum. At the moment, very little happens during lunch hours and breaks".

Until last week's elections, the union was completely dominated by A level students – as one member of staff put it, "middle class kids smoking cigarettes and going on demos about the bomb but not bothering about the college". Now, however, students from the college's vocational side are beginning to make inroads.

This reflects a wider problem, which is that traditional sixth-form and further education students still have little to do with each other.

Sex stereotypes also seem to retain their iron grip. All of the plumbers we saw were boys and all of the students in the A level English class were girls.

Access to Richmond college is open to all borough youngsters who want to come. But there are fairly strict requirements for entry to individual courses, such as three O level passes for a BEC national diploma and five for a three A level course.

"The tertiary college seems to be as dependent on O levels as universities are on As", Christopher Price, Select Committee chairman, said. "Would a profiling system instead of 16-plus exams wreck the college?"

Mr Rospigliosi replied enthusiastically: "A profiling system would open up the curriculum beautifully – we'd have to look at what students had actually learnt".

However, to meet parental concern with results, the college makes a point of publishing all results, with the number of entries and figures from previous years. They are mostly impressive: a 77 per cent A level pass rate, for instance, of which a quarter were at grades A and B; 90 per cent of second year candidates got their BEC national diploma; 106 students went on to university, of whom six found Oxbridge places.

Finally the MPs came to the $64,000 question. Should the Select Committee recommend to the nation that tertiary colleges be set up everywhere? Mr Price asked the college representatives gravely. "I think I should wait and see, chairman", was the reply from Mr Rospigliosi.

He went on: "Tertiary colleges have only been going a short time and there aren't very many of them. It would be neither wise nor in accordance with tradition to make a blanket recommendation".

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NEWS

Inner London talks near breakdown

by Richard Garner

Talks on a new contract for Inner London's 21,000 teachers, which started almost a year ago, were on the brink of collapse this week.

One union warned that it may pull out of the discussions and another predicted that "the crunch" would come next week.

The threat followed the tabling of a paper by the Inner London Education Authority, which called on teachers' leaders to agree to new working conditions. These would specify the maximum hours each month which a teacher would spend on outside duties.

Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, said that his union had asked for an "unequivocal statement" from the ILEA that present contracts had stated that teachers should work a 27½-hour week and had not mentioned a commitment to extra duties.

The paper produced by the ILEA was "totally unsatisfactory," he said "We don't see how talks can go on about a contract when there is no agreement between the parties about what the present contract states.

"We wanted a clear statement that our contractual commitment was for 27½ hours a week and any variation from that could be negotiated. We were prepared to assure them that we would enter into the spirit of such negotiations."

The Inner London Teachers' Association of the National Union of Teachers tabled an alternative paper at the meeting between the two sides on Monday. Its paper said that teachers were prepared to agree a code of practice on voluntary duties which it would recommend.

However, it did not believe that its aims would be met if the authority insisted on teachers incurring additional contractual obligations.

Mr Bernard Regan, executive member of the NUT for Inner London, said: "I really think the think is going to come to a crunch at our meeting next week."

The ILTA's attitude towards the Inner London contract talks also hinges on the outcome of its leadership election which was still uncertain this week.

In the first counts, left-wingers have defeated the present officers: Mr Bob Richardson general secretary; Mr Colin Yardley, treasurer; and Mr John Harrington, vice-presidential candidate. But voting figures showed discrepancies.

All candidates have agreed to an inquiry into the election result by the Electoral Reform Society.

If the left wins control, its leaders are likely to pursue a tougher line towards negotiations on the London contract, and supply cover would be the first issue tackled.

In their election address, the three left candidates – Mr Richard Rieser, general secretary; Ms Carole Regan, treasurer, and Mr John Bangs, vice-president – speak of the need for a "massive campaign" to ban supply cover from April 1 if conditions do not improve. Supply cover, they argue, has been neglected during the contract talks.

The Left is also unhappy about a paper on severance pay introduced by the ILEA, which offers cash payments to those wanting to leave teaching. It believes this could erode the number of Inner London jobs.

Teachers' leaders are due to meet representatives of the ILEA again next Tuesday for further discussions. Progress will hinge upon whether the authority insists that teachers be asked to make a contractual commitment to spending a specified number of hours on extra-curricular duties.

The authority wants lunchtime supervision to count towards this time, whereas teachers argue they could be given time off in lieu or – in the case of the NAS/UWT – overtime payments for carrying out such supervision.

Curriculum-led staffing demanded

Experiments in new approaches to determining staffing levels in schools are reported by nearly half the local education authorities in a survey whose findings are published today.

The reports, *Curriculum Related Staffing Levels: A Policy Statement*, published by the National Association of Schoolmasters/Union of Women Teachers, says that curriculum-based staffing levels should replace the conventional pupil/teacher ratio as the basic determining factor in staffing.

It adds that 14 of the 84 authorities surveyed claimed to be operating a system based on the concept of curriculum-led staffing. These were: Avon, Birmingham, Bradford (middle schools), Clwyd, Cumbria, Derbyshire, Devon, Humberside, Kent (middle schools), Kingston-upon-Thames, North Yorkshire, Nottinghamshire, Suffolk, and Warwickshire.

In addition, a further 23 were actively contemplating introducing such a system. These were: Bolton, Bromley, Cornwall, Doncaster, Gateshead, Hertfordshire, Isle of Wight (middle schools), Kirklees, Knowsley, Lancashire, Leeds, Merton, mid-Glamorgan, Northamptonshire, Oldham, Richmond, Rochdale, Sandwell, Surrey, Tameside, Wakefield and Wiltshire.

However, the report adds: "The analysis of l.e.a.s. documents shows that in many of the l.e.a.s. where curriculum-led staffing was claimed to operate the system was in fact really a modified pupil/teacher ratio approach.

"They did give tables to indicate the number of teaching groups required across a year group for differing year group sizes, but they all left the actual deployment of a global school establishment to the school.

"Often the deployment of staff was left to the head to organize in consultation with governors and staff. However, the NAS/UWT maintains that schemes of this nature are not a true reflection of curriculum-related staffing levels and that consultation between head, governors and staff is unlikely.

"The NAS/UWT regards CRSLS as a means of producing a staff establishment for each curriculum area."

Mr Fred Smithies, general secretary-designate of the NAS/UWT, said: "For too long the problem of teacher staffing levels in schools has been approached on a basis which lacked any real determination to protect the curriculum.

"The increased teacher numbers which went hand-in-hand with larger schools and more pupils created the consequences of this inadequate approach. The position is now changed. There are fewer pupils, fewer teachers and smaller schools.

The NAS/UWT definition of curriculum-led staffing is that school staffing levels should be determined according to the scope and breadth of what pupils are intended to learn at school instead of allocating staff according to the number of pupils in attendance.

'Bewildering array' of courses in non-advanced FE

Sir Keith drops hint of central body for NAFE

by Biddy Passmore

The prospect of a new national body to rationalize non-advanced further education was dangled before college principals' eyes last week by Sir Keith Joseph, the Education Secretary.

Non-advanced further education had "a bewildering array" of courses, he told the annual general meeting of the Association of Colleges for Further and Higher Education in London.

"You may ask if I hanker after a body like NAB for NAFE? It's an interesting thought and I leave that with you. I certainly have no announcement to make today."

Sir Keith said he found the degree of centralization involved in the University Grants Committee and NAB "personally very distasteful." But when the taxpayer was footing the bill the Government had to get involved.

The Education Secretary was repeating views he had expressed the day before at a seminar organized by the teachers' group of the Conservative Trade Unionists. He told them he wanted to meet demand as effectively as possible. "Most of the time, colleges are relatively responsive", he said, "but it would be nice to know there was some external impetus upon them."

On both occasions, he repeated his plea for institutions to free themselves, at least to some extent, from public funding. But he had no romantic illusions about how far it was possible to go in that direction.

Sir Keith told the ACFHE meeting that he was not persuaded there was a conflict between the Manpower Services Commission and the education service. He told college principals and councillors they would "need to devise ingenious ways of accommodating the extra students" brought into colleges by the Youth Training Scheme this autumn.

But in response to obvious concern expressed by many members of the audience, he agreed to see a delegation from the association and listen to their arguments that the education service was being taken over by the MSC.

The following day Mr John Sellars, the new chief executive of the Business and Technician Education Council (BTEC), said the MSC was failing to use further and higher education to the best effect. Too often it resorted to short-term expedient measures which under-used colleges' total capacity, he told the meeting.

While the commission was doing "a magnificent job", given all the external constraints, it had so far given insufficient thought to quality control.

● Administrative problems are discouraging many further education colleges from taking part in Open Tech programmes, the ACFHE meeting was told.

Mr Paddy Sheen, principal of Peterborough Technical College, said that devising courses took both staff time and a large slice out of the college's equipment budget. It required extra staff and typewriters to type out the material. There was also no way of fitting Open Tech work into the fees and recoupment structure, he complained.



Eight wheelchair-bound children have transferred from a special school in the West Midlands to their local comprehensive at Coseley in Dudley, thanks to a caterpillar-tracked machine which transports them up and down stairs. This avoids the expense of putting in ramps. The machine can also be taken on school trips.

Ombudsman clears school over trip

The Ombudsman has cleared a school and teachers of blame after parents complained about the way their wons were sent home early from a trip abroad. But he said that Avon county council should have dealt with questions from the parents "more positively", although this does not amount to maladministration.

Four boys had been sent home after only four days on a summer trip to Belgium. They had been smoking, abusive, drinking and generally out of control. Their parents did not dispute the central fact that the boys had behaved badly, but complained about the way the trip was organized and the way the boys were dealt with.

Sixty-one boys went on the trip accompanied by eight parents and three teachers. The normal staff-pupil ratio on trips abroad was 1:12 and for trips in Britain 1:20. In the circumstances, the head was satisfied that the usual UK ratio for trips was at least being met.

On arriving all the boys were allowed out for a short time, but when the four returned they were suspected of having been drinking.

They were rowdy and in spite of warnings they persisted in smoking in their rooms and at 4am were discovered squirting toothpaste at each other.

The hotel manager refused to allow them to stay and after telephoning one of the parents the staff arranged that the purser of a ferry would escort them on the night boat back to England. At Dover the harbour police escorted them ashore.

In his conclusion, the Ombudsman says it was understandable for the parents to seek a full explanation of events but their "somewhat hostile attitude" towards the head was regrettable.

130 sports centres lie empty

The under-use of secondary school halls in England by the general public amounts to 130 sports centres lying empty, a polytechnic researcher claims.

Mr Tony Veal, senior lecturer in leisure planning at the Polytechnic of North London, in the latest Leisure Studies Association newsletter, estimates that secondary school halls in England could accommodate an extra 26 million "person-visits a year, assuming five person-visits an hour can be accommodated in one hall."

He bases his figures on a survey by the Department of Education and Science last year, despite its claim that 98 per cent of secondary schools were regularly used during evenings and weekends of termtime.

"The DES claim looks impressive," Mr Veal says, "until it is realized that 'regularly' means only at least once a week, that in term time no more than 17 per cent of schools are open to the casual user and in the summer holidays 61 per cent of schools are not used at all on a regular basis."

Mr Veal also points out that the report does not reveal the hours for which schools are opened. No distinction is made between schools open for only a couple of hours on one or two weekday evenings and those open during every evening and at weekends.

"The report confirms what many involved in recreation provision have suspected all along: what educationists mean and what recreationists mean by 'full community use of school facilities' are two very different things."

Updating courses reviewed

The Department and Education and Science is spending £45,000 on a one-year project to gauge the response to PICKUP (Professional Industrial and Commercial Updating), a programme it launched nine months ago.

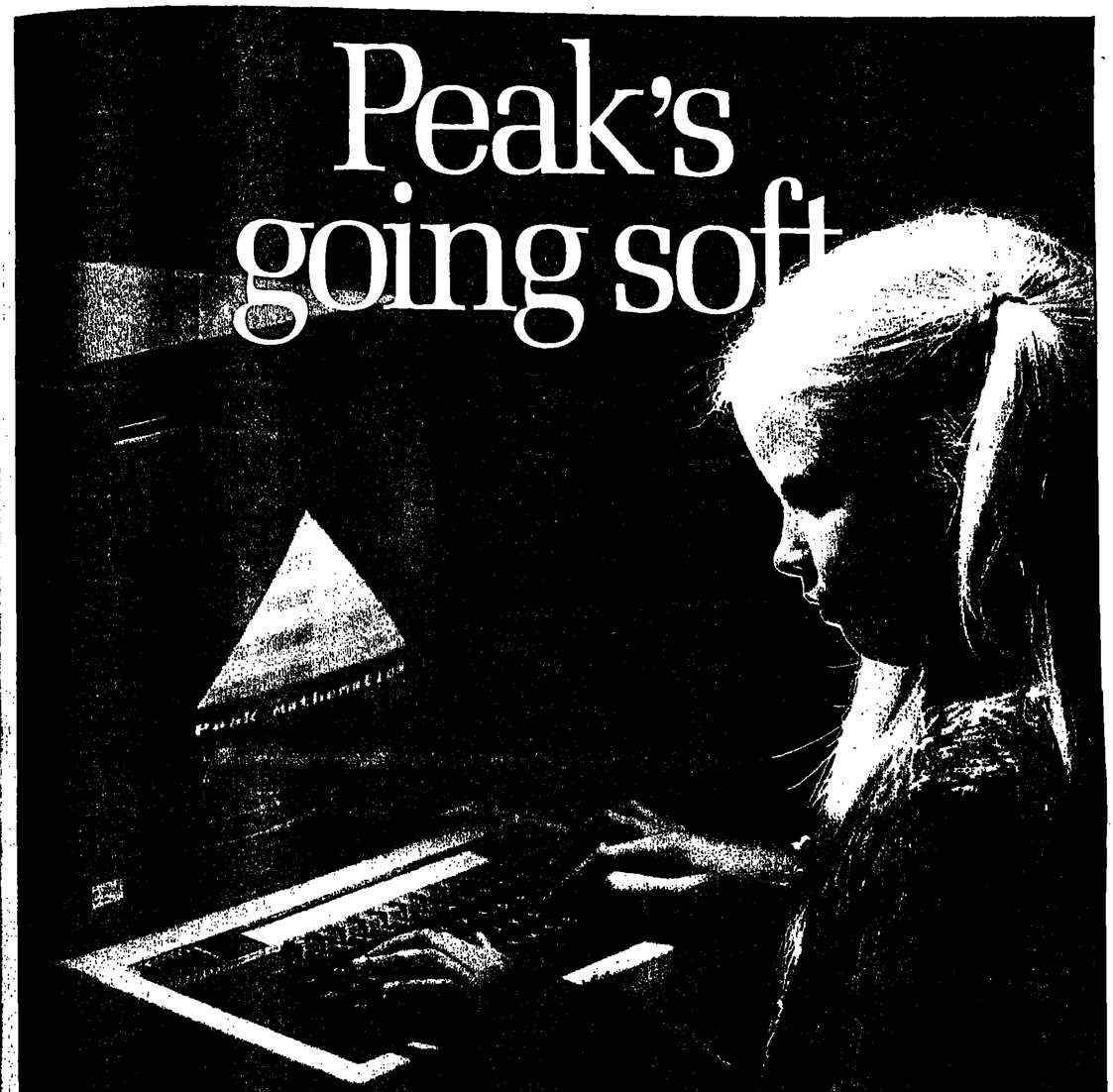
Mr Colin Graham, a former assistant secretary at the DES and now a consultant for Guildford Educational Services Ltd, will be looking at how colleges, universities and polytechnics provide updating courses.

He will be visiting a sample of about 20 institutions to see how they are meeting the demand for courses. His findings will be published in a handbook giving guidance on how PICKUP can be put into practice.

The £2m programme, aimed to develop mid-career vocational courses, is being promoted in regional workshops organized by the DES. Nine have been held so far with 30 to come.

The Further Education Unit is sponsoring 20 course projects and three out of nine regional development agents have already been appointed.

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NEWS

Oxford and Cambridge awards 1981–82

This analysis of scholarships and exhibitions awarded by the colleges at Oxford and Cambridge universities in the academic year 1981/82 follows the established pattern. The tables include awards won by both boys and girls. The totals include awards made at the time of entrance to the university and exclude awards made to students already in residence.

Most of these students entered the university in October 1982.

The overall total of open awards was less than the previous year, 1,586 open awards compared with 1,636 in 1980/81. At Oxford University more open awards were made than in the previous year, 831 in 1981/82 compared with 814 in 1980/81, an increase of 17 awards. At Cambridge, however, only 755 open awards were made compared with 822 in 1980/81, a reduction of 67 on the previous year.

Another significant fact is that the restricted awards have almost ceased to exist. In 1981/82 Oxford gave no restricted awards compared with just three in 1980/81. At Cambridge five restricted awards were given, compared with 10 in 1980/81. It would appear likely that restricted awards will soon be abandoned so that all awards will be open to everyone.

Despite the very small numbers, the distinction between open and restricted awards has been retained. The qualifications relating to the restricted awards are many and varied. A typical example is the award "restricted" to a particular school, but there are other restrictions such as the country of birth or residence of the candidate, and in some cases restricted to certain parental occupations, most usually to children of clergymen.

In recent years first Cambridge and then Oxford made the majority of their colleges open to both men and women applicants and, therefore, entrance awards were open to competition from both sexes. There are, however, a few single-sex colleges in each university and these colleges naturally make awards only to the gender of their intake. In 1978/79, this change led to many more women winning awards than in previous years.

The position has now stabilized rather more and a pattern is starting to develop. For October 1982 entry, 387 women won awards to either university. This total (387) compares with 370 in 1980/81 and 351 in 1979/80. For purposes of comparison there were 417 awards won by women in 1978/79 (an all-time high), 314 in 1977/78 and only 257 in 1976/77.

At Oxford 239 women won awards, compared with 233 in 1980/81. This was composed of 74 scholarships and 165 exhibitions. The 1980/81 figures were 75 scholarships and 158 exhibitions.

At Cambridge there was also an increase in awards won by women: 148 women won awards, compared with 137 in 1980/81. This total was composed of 39 scholarships and 109 exhibitions. The comparative figures for 1980/81 were 30 scholarships and 107 exhibitions. Overall, 17 more women won awards in 1981/82, compared with the previous year.

In Table 1, results are analysed according to the type of school from which the award winner came. In the case of mixed schools, the figures have been divided to illustrate those awards which were won by girls and those won by boys. The school classifications still include the direct grant category, although this has been gradually phased out since 1976.

As the 1,591 awards were shared between 562 different schools, it is obviously not feasible to list them all here. Only schools which achieved a combined (open and restricted) total of at least four awards have been included in Tables 2 and 3.

Table 2 lists these 109 schools in the order of the number of open awards achieved. Columns 2 and 3 give the number of students at the beginning of the academic year 1981/82 who were engaged on post-O level work. The numbers are recorded only to illustrate the comparative size of the schools from which the award winners came.

Table 3 lists in the order of achievement the numbers of restricted awards won by those schools included in Table 2.

Keith W Stone

TABLE 1
OPEN AWARDS

School Type	OXFORD Schols	OXFORD Exhibs	CAMBRIDGE Schols	CAMBRIDGE Exhibs	Total
G	90 (89)	140 (112)	83 (82)	93 (102)	376 (345)
I	149 (126)	182 (167)	148 (134)	185 (217)	664 (644)
DG	89 (81)	112 (108)	77 (97)	112 (118)	390 (403)
C	27 (49)	58 (83)	17 (19)	49 (53)	148 (204)
O	7 (6)	9 (6)	8 (6)	12 (13)	36 (30)
Total	362 (340)	489 (474)	333 (318)	452 (504)	1,586 (1,636)

TABLE 1
RESTRICTED AWARDS

School Type	OXFORD Schols	OXFORD Exhibs	CAMBRIDGE Schols	CAMBRIDGE Exhibs	Total
G	– (–)	– (–)	– (–)	1 (–)	1 (–)
I	– (1)	– (1)	– (4)	2 (8)	2 (12)
DG	– (1)	– (–)	– (–)	2 (–)	2 (1)
C	– (–)	– (–)	– (–)	– (–)	– (–)
O	– (–)	– (–)	– (–)	– (–)	– (–)
Total	– (2)	– (1)	– (4)	5 (8)	5 (13)

The previous year's figures are shown in parentheses.

G = Maintained grammar school
I = Independent school
DG = Direct grant school
C = Comprehensive School
O = Overseas school, other university or tutorial establishment.

TABLE 2
OPEN AWARDS

SCHOOL	Pupils post-O level September 1981 Boys	Girls	OXFORD Schols	OXFORD Exhibs	CAMBRIDGE Schols	CAMBRIDGE Exhibs	Total
Eton College	614	7	4 (3B 1G)	11(B)	7(B)	9(B)	31
Manchester GS	534	–	7	3	11	7	28
Dulwich College	465	–	8	7	4	6	25
Haberdashers' Aske's, Elstree	351	–	4	9	5	13	26
St Paul's G	411	–	7	4	7	5	23
Westminster	284	101	3(G)	5 (4B 1G)	5 (4B 1G)	10 (8B 2G)	23
Marlborough College	380	100	3(B)	5 (4B 1G)	4(B)	6 (5B 1G)	18
Winchester College	368	–	6	6	1	5	18
Bradford GS	379	–	4	4	4	5	17
King's College S, Wimbledon	259	–	5	3	5	1	17
Leeds GS	319	–	3	6	3	5	17
Charterhouse	327	61	4(B)	5(B)	1(B)	5 (4B 1G)	16
King Edward's S, Birmingham	208	–	4	4	5	2	15
Newcastle Royal GS	330	–	–	1	6	8	15
Rugby	326	61	3 (2B 1G)	1(G)	3(B)	6 (4B 2G)	13
Birkenhead	206	–	5	1	3	3	12
Bristol GS	270	45	2 (1B 1G)	3 (2B 1G)	2(B)	5(B)	12
King's S, Canterbury	281	74	2(B)	2(B)	2(B)	6 (5B 1G)	12
Magdalen College S, Oxford	161	–	2	10	–	–	12
Cheltenham Ladies' College	–	238	6	2	2	2	11
Harrow	330	2	4(B)	3(B)	2(B)	2(B)	11
Abingdon	238	1	4	–	2	4	10
Cranleigh	182	66	4(B)	1(B)	2(B)	3(B)	10
King Edward VI S, Southampton	222	–	2	2	2	4	10
Loughborough GS	228	–	1	3	2	4	10
Radley College	297	–	3	1	2	4	10
Trinity S, Croydon	223	–	5	2	3	–	10
Uppingham	300	50	2 (1B 1G)	2 (1B 1G)	4	2	10
Wellington College	312	50	–	3(B)	3(B)	4 (3B 1G)	10
Ampleforth College	276	–	2	3	1	3	9
City of London	220	–	1	2	1	4	8
Dr Challoner's GS, Amersham	380	–	4	4	1	–	9
Guildford Royal GS	227	–	1	1	6	2	9
Lancaster Royal GS	245	–	3	4	1	1	9
Oundle	330	–	1	2	2	4	9
Oxford HS	–	138	1	2	5	1	9
Peter Symonds' College, Winchester	400	400	1(B)	9 (2B 7G)	2 (1B 1G)	–	9
Shrewsbury	236	–	3	1	3	2	9
Tonbridge	312	1	3	1	2	3	9
Whitgift S, Croydon	228	–	2	–	3	4	9
Bolton S, (boys' division)	236	–	6	–	–	2	8
Brentwood	279	21	–	1(B)	5(B)	2(B)	8
Eastbourne College	193	51	–	1(B)	3(B)	4 (3B 1G)	8
Malvern College	269	2	4	1	2	1	8
North London Collegiate	–	204	2	1	1	4	8
St Alban's	230	–	1	2	1	4	8
St Paul's, Girls' S	–	208	1	3	–	3	8
Taunton	143	78	1(B)	1(G)	4 (2B 2G)	2(B)	8
Warwick	217	–	4	1	2	1	8
Barnard Castle	128	6	1(B)	2(B)	1(B)	3(B)	7
Haberdashers' Aske's Girls', Elstree	–	222	1	4	–	2	7
Harrogate GS	164	196	1(G)	4 (2B 2G)	1(B)	1(B)	7
High Wycombe Royal GS	401	–	–	2	2	3	7
Lancing College	220	–	1(B)	2(B)	3 (2B 1G)	1(B)	7
Malvern Girls' College	–	171	1	2	2	2	7
Nottingham HS	238	–	2	–	4	1	7
South Hampstead HS	–	131	1	4	–	1	6
St Bartholomew's S, Newbury	220	230	1(B)	2 (1B 1G)	2(B)	1(B)	6
Alleyn's S, Dulwich	182	83	2(B)	3 (2B 1G)	1(B)	–	6
Haileybury College	220	50	1(G)	1(G)	3 (2B 1G)	1(B)	6
Hills Road VI Form College, Cambridge	235	212	2 (1B 1G)	1(B)	2(B)	1(B)	6
Hymers College, Hull	159	21	1(B)	1(G)	1(B)	2(B)	6
Maidstone GS	370	–	1	3	–	2	6
Merchant Taylor's S, Crosby	183	–	–	2	1	3	6
Millfield	248	161	–	1(G)	–	5(G)	6
Queen Elizabeth's GS, Blackburn	261	99	3 (2B 1G)	1(B)	1(B)	1(B)	6
Reading	166	–	2	–	2	2	6
Sherborne	388	–	1	1	2	2	6
Solihull	190	50	1(B)	2(B)	2(B)	1(B)	6
University College S	206	–	1	2	3	–	6
Wyggeston & Q Elizabeth I College, Leicester	390	330	–	1(B)	4(B)	1(G)	6
Bedford	280	–	–	2	–	2	4
Bradfield College	200	3	2	1	1	1	5
Cheadle Hulme	110	130	–	2(G)	2(B)	1(B)	5
Colchester Royal GS	193	–	2	1	–	2	5
Coopers' Company and Coborn S, Upminster	135	140	1(B)	2(B)	–	2 (1B 1G)	5
Coventry	318	144	3(B)	1(G)	1(B)	–	5
Eltham College	188	18	1(B)	1(B)	1(B)	2(B)	5
Farnham College	250	300	1(G)	2(B)	1(G)	1(B)	5
Glasgow Academy	207	4	1	1	2	1	5
Highgate	230	–	2	1	–	2	5
Kingston GS	135	39	3(B)	–	1(B)	1(B)	5
Leeds Girls' HS	–	146	1	4	–	–	5
Leys S, Cambridge	188	–	–	2	2	1	5
Merchant Taylor's S, Northwood	287	–	2	2	–	1	5
Monmouth	152	–	2	2	2	1	5
Nunthorpe GS, York	179	–	2	2	1	–	5
Stonyhurst College	192	4	1	–	2	2	5
Stowe	218	14	2(B)	–	–	2(B)	4
Wymondham College	200	200	2(B)	1(B)	1(B)	1(B)	5
Beaconsfield HS	–	224	–	2	1	1	4
Blundell's S, Tiverton	162	45	1(B)	1(B)	1(B)	1(B)	5
Brighton College	131	32	1(B)	2(B)	1(B)	–	4
Brighton and Hove HS	–	114	–	3	–	1	4
City of Stoke-on-Trent VI Form College	500	500	–	4 (3B 1G)	–	–	4
Edinburgh Academy	280	15	–	–	4 (3B 1G)	–	4
King Edward's HS for Girls, Birmingham	–	146	1	1	–	2	4
King Edward VI Camp Hill Boys S, Birmingham	148	–	–	2	–	2	4
King's S, Macclesfield	282	–	1	1	–	1	3
Liverpool Blue Coat S	210	–	3	–	1	–	4
Marling S, Stroud	180	–	1	–	1	2	4
Perse S for Boys, Cambridge	126	–	2	–	1	–	3
Prior Pursglove College, Guisborough	205	197	1(B)	1(B)	1(B)	1(B)	5
St Benedict's S, Ealing	180	18	1(B)	2 (1B 1G)	–	–	4
St Dunstan's College, Catford	206	–	1	–	1	2	4
Tiffin S for Boys, Kingston	291	–	2	–	1	1	4
Windsor Boys' S	180	–	1	–	1	2	4
Woking College	276	381	1(B)	1(B)	–	2 (1B 1G)	4
Worthing VI Form College	220	229	1(B)	1(G)	1(G)	1(B)	4

TABLE 3
RESTRICTED AWARDS

School	OXFORD Schols	OXFORD Exhibs	CAMBRIDGE Schols	CAMBRIDGE Exhibs	Total
Manchester GS	–	–	–	2	2
Colchester Royal GS	–	–	–	1	1
King's S, Canterbury	–	–	–	1	1
Tonbridge	–	–	–	1	1

Note: the tables refer to scholarships and exhibitions awarded in the autumn of 1981. Only schools with a combined total in tables two and three of at least four awards are included.

People

School appointments:

Dr C S Arley to become headmistress of Oakdene School, Beaconsfield, Bucks, from September 1, succeeding Miss A J Havard, who is retiring.

Mr I M Weir, head of Hammersmith School, London, to become head teacher of Exeter, The Priory High, Devon, from April 18.

Mr A O Keith Rotchell, deputy head at Castle Hill Junior School, New Addington, Croydon, to the headship of Risley Avenue Junior School, Tottenham, in the London borough of Haringey, from April 19.

Mr Eric Heggie, head of Kenmont primary school in Hammersmith, London, to be head teacher of Jubilee Primary School, Stoke Newington, from the start of the summer term.

Mr Barry Dickens, previously deputy head teacher at Hawksmoor Primary School, Thamesmead, to head teacher at Conway Junior School, Plumstead, under the Inner London Education Authority, from the beginning of this term.

Miss Patricia Godfrey, promoted from deputy head to head teacher at Duncombe Junior School, Islington, ILEA, at the end of last term.

University and college appointments:

Mr C Thomas, vice-principal of Groby Community College, Leicester, to be head teacher at Clyst Vale Community College, Devon, from April 18.

Dr Andrew Kakabadse is to be Professor of Management Development at Cranfield School of Management. He was formerly a senior lecturer in organizational behaviour at the school.

Lord Glenamara is to be chancellor of Newcastle Polytechnic. Lord Glenamara – the former Labour Minister Ted Short – has been an honorary fellow of the polytechnic since 1979.

Administrative appointments:

Mrs Anita Straker, a general adviser with Wiltshire local education authority, to lead the Microelectronics Education Programme (MEP) primary teachers' training project.

Mr John Stradling Thomas is to be Minister of State at the Welsh Office with responsibility for urban and rural affairs, including education, following the death of Mr Michael Roberts.



Eric Heggie

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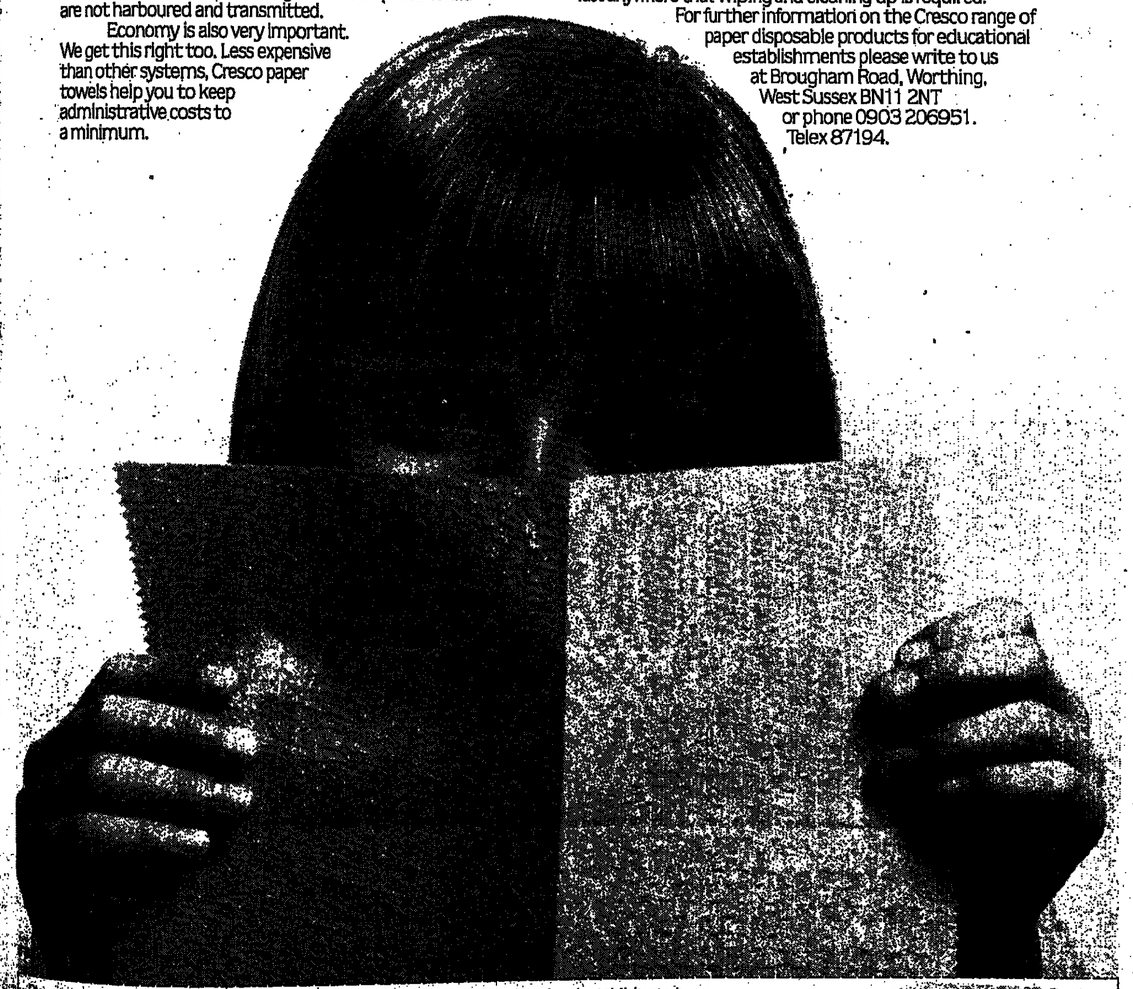
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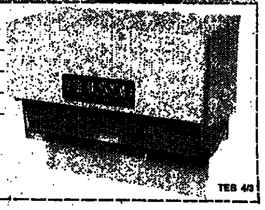
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CRESCO

TES 4/3

NEWS

Hilary Wilce reports on the latest moves in the ILEA's campaign to promote equal opportunities in the capital's classrooms

Two steps towards redressing the balance

The committed drive towards equal opportunities by the Inner London Education Authority has moved forward again. It has announced the appointment of an equal opportunities officer and that a "caucus" of women members of the ILEA is to meet to ensure wide-ranging consultation on policies in this area.

The ILEA's first equal opportunities officer is Mrs Sylvia Denman, a barrister and former member of the Race Relations Board and the Equal Opportunities Commission. She will develop and coordinate policies on multi ethnic education and opportunities for women and girls. She is expected to join the ILEA in the early summer.

A caucus of women members of the authority is to be set up in order to ensure that the views of women's organizations and individual women are taken into account in developing equal opportunities policies.

A spokesman for the authority said the caucus would be open to all of the 17 women members, regardless of their political party. It would not have the formal status of a subcommittee and would meet to promote consultation before policy was formulated.

Mrs Frances Morrell, chairman of the schools sub-committee, said that the caucus was a way of remedying "the fact that women are underrepresented, both at senior levels of the authority and in our normal consultative machinery".

The schools sub-committee has been presented with the report of the ILEA inspectorate working party on equal opportunities, which makes a large number of detailed recommendations for every stage of education.

At nursery and primary level, the report suggests a careful use of language, books and types of play in order to encourage ideas of equality. Its says that schools should examine whether separating boys and girls is necessary, and whether the models of adult behaviour that children see in schools reflect sexual equality.

All children should learn a range of basic practical skills, and have their spatial concepts and language skills developed. Where necessary, compensatory attention should be given by teachers.

At secondary level the report comes out firmly in favour of having a senior teacher or deputy head responsible for equal opportunities. Subject options, careers counselling, classroom materials and teaching practices should all reflect a philosophy of equality. Compulsory courses on family responsibility should be introduced, and courses on home economics and on design and technology should increasingly be made available to all pupils.

In the area of careers education, the report urges that 2.5 per cent of the timetable for older secondary pupils should be given to careers education, and money should be made available to provide a collection of equal opportunities materials for loan to smaller schools.

All initial teacher education courses should contain compulsory components on equal opportunities, the inspectors say. These should be based on the examination of individuals' attitudes as well as on theoretical considerations.

The report makes particular recommendations for schools which are "going mixed", and at one point gives a warning that an unwelcome spin-off from encouraging non-stereotyped subject choices might be a decline in the take-up of history, foreign languages and English literature as girls switch to the physical sciences and technology.

The sub-committee also discussed a report on wider anti-discrimination measures, including action in the areas of training, adult education and promotion. Both reports are to be circulated to governors, school staffs and women's organizations.

A further report on present activities in Inner London schools was presented to the sub-committee. This shows that four out of five schools have discussed equal opportunities at staff meetings. Positive measures were reported by 72 per cent of secondary schools, 53 per cent of primary schools, 79 per cent of nursery schools and 39 per cent of special schools.

The report says: "Although mere discussion is no guarantee that the issue is a priority, or that awareness leads to action, it does indicate that the topic is at least 'on the agenda' of most schools in the ILEA".



Sylvia Denman

A look at women's role

The National Union of Teachers is holding its first national conference on equal opportunities tomorrow. It will examine the role of the women in the union, the professional development of women teachers and equality of opportunity in the curriculum.

The decision to hold the conference was taken at last year's national conference, and there is anger among some women members that it has taken so long to organize. Women form the majority of the NUT's membership, but are poorly represented both in elected positions and among officials.

The conference is at Parliament Hill Girls' School in north London.

Society argues the case of science for girls

All chief education officers have been sent a letter from the Fawcett Society urging them to encourage girls to take up maths, science and technical subjects.

The society, which has campaigned for equality between the sexes for more than a hundred years, draws the officers' attention to a current Equal Opportunities Commission research bulletin which outlines effective steps which can be taken.

Recent advances in vocational training should be used to prepare girls for the changing labour market and entry to a wider range of jobs than at present, the letter says.

Mrs Betty Scharf, chairman of the society, said it was the first time that the society had circularized all directors of education in this way.

MICROELECTRONICS AND EDUCATION

A Programme of Courses Organised by the National Union of Teachers 1983/84

These residential courses will be held at Stoke Rochford Hall, Nr Grantham, Lincolnshire

1983

ME/2 April 11–14 4 days
Microelectronics in Special Education
Robin Bartlett, Regional Co-ordinator for Special Education Chiltern MEP

ME/3 May 5–8 4 days
Education and Visual Literacy
Leslie Ryder, former Director of Learning Resources, ILEA

ME/4 June 17–19 2 days
Schools, Society and the New Technology
Leslie Gilbert, former Assistant Director, Council for Educational Technology

ME/5 September 30 – October 2 2 days
Computers and General Studies
Tony Henry, Head of Department of General Education, Garrett Green College, Birmingham

ME/6 November 14–17 4 days
Computers and the Primary School Curriculum
Norman Thomas, former Chief HMI

ME/7 November 28–30 3 days
Production of Software. The Role of the Teaching Profession and its Partners*
Leslie Ryder, former Director of Learning Resources, ILEA

1984

ME/8 February 13–16 4 days
Education Computing for the Middle Years
Tony Timbrell, Adviser in Information Technology, Mid Glamorgan

ME/9 March 19–21 3 days
Primary Computing*
Ron Jones, Educational Inspector for Microelectronics, Lincolnshire

ME/10 May 14–17 4 days
Computers and the Education of Slow Learners
Lorraine Stone, INSET Co-ordinator for the Chiltern Advisory Unit for Computer-Based Education

ME/11 June 1–3 3 days
Computers in Secondary Education
Chris Webb, Director, Nottingdale Centre

ME/12 July 6–8 3 days
Education, Technology and Society
Dr Richard Hoggart, Warden, Goldsmiths College

*Suitable only for those with experience of microcomputers

THE COMPOSITION OF THE COURSES

The courses will include three basic elements: consideration of social and educational issues; discussion of how the new technology can serve the curriculum; and practical sessions concerned with the use of machines in school.

The three elements will be combined in different proportions in the various courses, so some will be practical in nature whilst others will be almost entirely issues-based. The content of each course will be overseen by a Director, with expertise and experience in the chosen subject.

The cost of the first three courses is:

ME/2 £60 ME/3 £60 ME/4 £30

These prices include accommodation and are heavily subsidised, thanks to a grant from the Gatsby Charitable Trust.

No previous experience of computing is required for any courses except ME/7 and ME/9.

APPLICATIONS ARE NOW INVITED FOR ME/2, ME/3, ME/4; and further information is available on courses ME/5 to ME/12. The courses are open to all teachers throughout England and Wales and also to other professionals working in the Education Service.

APPLICATIONS FOR ME/2, Microelectronics in Special Education MUST BE RECEIVED BY MONDAY, 14 MARCH. Previous courses have been oversubscribed; please apply early.

Please write for further details and application form to Alan Evans, Senior Official, Education Department (ME/SI/PM/TES), National Union of Teachers, Hamilton House, Mabledon Place, London WC1H 9BD

Legal centre warns against taking truants into care

Children should not be put in the care of local authorities because of truancy, the Children's Legal Centre says in its evidence to the House of Commons Select Committee on Social Services.

There are many reasons for truancy including poor or irrelevant education provision, it says. "And there is the very questionable ability of care authorities to increase the educational input of truants once in care."

A high proportion of these children are placed in residential care such as community homes with education on the premises, which were particularly criticized by HMIs in a report published in 1980.

The centre also urges the Department of Health and Social Services and the Department of Education and Science to issue further guidance to authorities on the new Education Act for children with special educational needs.

It fears that the disproportionate number of handicapped children in care will be at a disadvantage compared with those living with their parents.

The new guidelines published by the two departments do little to clear up the confusion over who should play the parental role under the new Act, which gives parents a substantial say as to where their children are educated.

"We fear that there is a danger of care authorities and voluntary organizations simply rubber-stamping authorities' views and decisions."

Natural parents should be consulted about education decisions, even if parental rights have been assumed by a local authority or voluntary group, the centre says. The parents' role under the new Act should be fulfilled both by people who have actual custody – foster parents, for example, and by the care authority or voluntary body. Both should be able to challenge education authority decisions through the appeal provisions of the Act.

Whenever a social services department appoints someone to act for children with special needs, it should ensure that he or she is aware of the possibilities of integrating handicapped children into ordinary rather than special schools.

"For children in residential care the arguments against further segregation in separate special schools are particularly strong, as their institutional 'home' life will in many cases still be separating them from ordinary children."

Leisure plea despite recession

Schools should do more to prepare pupils for the leisure society, according to a British study.

It says that schools should make the effort even though the recession had made it less likely that the demand for leisure would grow rapidly until the end of the century.

The report, by the Chairmen's Policy Group (which includes many organizations involved in leisure policy) says that the past eight years have seen a marked change in the euphoric assumptions about leisure developed in the mid-1960s.

The increase in car ownership, holidays and leisure for workers had slowed down. Average incomes had grown more slowly and, in some cases, had fallen.

It was also no longer true to assume that, as the population became better educated, more people would be involved in sophisticated leisure activities.

SPORT

Jane Last reports from a DES conference on recreation and physical education for the handicapped

Disabled need more activity

Handicapped children should join in PE lessons and failure to do so could result in the child becoming emotionally disturbed.

Mrs J Allonby, Kent PE adviser, said at the DES conference: "This area of the curriculum is vital to the growth and development of handicapped pupils, and it would appear that these children need more physical educational activities rather than fewer.

"Lack of confidence in body movement is one of the main restrictions of a disabled child's life, resulting often in general retardation of overall development," she said.

"Pleasurable, interesting, creative and educational experience should be supplied through physical activities. If a child is unable to join friends in their games and active pastimes then he may become frustrated or more severely emotionally disturbed."

She told the conference at Aston University, of the advantages of handicapped children attending normal schools with their brothers, sisters and friends. Once settled in school, the disabled pupil coped well with many of the activities. Most difficulties occurred in PE.

A recent analysis of the PE programme in schools found it inadequate for many children, not only the less sporty pupils were disinclined to take part in games.

The importance of feeling successful is vital for children's satisfaction, enjoyment and skill improvements", Mrs Allonby said. It was important to prepare a programme which encompassed the requirements of all children.

The aims of PE were to assist the pupil to try to improve his skills, however limited, to improve his fitness and to have the opportunity for more normal psycho-social development.

● Integration of handicapped pupils in mainstream schools was not always the best answer, nor a cheap alternative, Mr George Cooke, vice chairman of the Warnock Committee, told the conference.

If pushed too far and too fast for the wrong reasons, he said, integration could damage the individual and produce the opposite effects to those intended.

Integration could never be justified solely by reference to educational theory, political dogma, administrative convenience or economy. "The most important criterion for successful integration is its value to the individual," he said.

Mr Cooke said the Warnock report advocated maximum, not total, integration. "Maximum integration must not mean forcing young people against their needs and wishes into inappropriate activities and relationships. It does not mean the automatic abandonment of specialist services and facilities designed to meet special needs."

How coordination aids study

Physical education should have equal status with the three Rs, the conference was told. The control of posture and movement gives children command over themselves and allows proper functioning in basic subjects.

Miss Elizabeth Murdoch, head of movement studies at Dunfermline College of Education, said that telling a handicapped child to go to the library during PE lessons was like telling a blind pupil to go off and play during reading lessons.

Physical activity affected the whole development of the neuro-physiological system, she said. "It acts as its own generator and makes the body function better.

"I would like to see it being given equal consideration in learning difficulties to reading and writing. Some troubles are caused by controlling movements."

For example, writing problems can be caused by uninhibited reflex. "Such a child should be given lessons in controlling reflex instead of being given extra writing. One would devise a movement programme for him."

She criticized the lack of professional physical education teaching in primary schools, which should lay down the groundwork for later on. "It's like giving a child poetry to read when he hasn't come to grips with language – he hasn't the tools to read with." She said that primary teachers are not given enough support to teach PE properly.

"Movement experiences can be the route to perceptual and conceptual experiences and are fundamental to the way a child sees the world," she said. The teaching of movement focuses on balance, coordination and rhythm.



Members of the cycle-touring club at Whitgift school, Croydon, Surrey, celebrated the club's seventh anniversary with a 100-mile ride, the 108th century in its history. The club is organized by Frank Pattison, head of the modern languages department.

FA set to drop Wade soccer coaching scheme

by Bert Lodge

A coaching system which has benefitted thousands of schoolmasters and recently some women teachers since it was set up 20 years ago is likely to be scrapped at a crucial meeting of the Football Association on Monday.

Instituted by Mr Allen Wade, director of education and coaching at the FA for 20 years until he was sacked last year, the scheme involved the seven full-time and two part-time regional coaches in organizing courses for teachers and other youth workers, instead of spending so much of their time visiting schools themselves.

Now all nine regional coaches are likely to be sacked in line with a new philosophy of "excellence" recently adopted by the FA which will concentrate both coaching and the fostering of young footballing talent at one or two centres in the south of England.

Two qualifications – the coaching diploma and the intermediate certificate – established by Wade not long before his departure have already been scrapped.

The basic coaching course, the preliminary, has regularly attracted about 2,000 teachers a year. The teaching certificate course has recently begun to attract a growing number of women primary teachers.

Some observers see the influence of the new England manager Bobby Robson, in the new philosophy. He is on record as wanting to draw promising young players away from schools into clubs where they can be more professionally coached.

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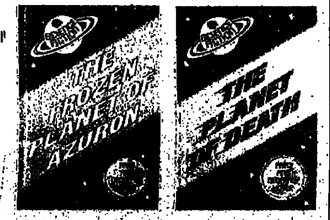
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SCHOOL TO WORK

Comptroller casts doubt over jobs policy

Evidence challenging the Government's cherished view that young people are "pricing themselves out of jobs" was put forward this week by the Comptroller and Auditor General.

He says in a memorandum to the Commons Public Accounts Committee that the Department of Employment itself doubts whether widening the pay gap between the young and older workers can significantly increase the number of jobs. And he reports that the scheme based on the Government's theory, the Young Workers Scheme, appears to be attracting relatively few jobs.

The scheme offers subsidies to employers who take on youngsters at low wages: it is intended to reduce youth unemployment both by the direct effect of the subsidy and by encouraging lower wages generally.

But the comptroller, Mr Gordon Downey, has discovered that in the first year three-quarters of the subsidies are believed by the Department of Employment (which runs the Young Workers Scheme) to have gone to employers who would have taken on someone anyway.

A DE survey suggests that the scheme has so far created around 13,000 jobs at a cost of £60m.

Mr Downey quotes a DE paper which says that the pay of young people amounts to only 1 per cent of the national pay bill and is insignificant in terms of the economy as a whole.

Mr Downey says that his staff have been told by the DE that studies which suggest that the demand for young people is sensitive to the level of pay should not be regarded as conclusive, and he points to a recent survey by DE economists which concluded that the rise in earnings among young males during the 1970s was probably concentrated on the over-18s.

But the DE did tell his department that they thought the main effects of the scheme are still to come, and that it is expected to produce up to 20,000 new jobs. It calculates that the next cost for each person it took off the register last year was £5,355.

The DE is watching out, says Mr Downey, for problems that will arise when the Young Worker Scheme has to compete with the Youth Training Scheme which will offer substantial training, a higher level of subsidy, and no upper limit on earnings.

Mr David Young, MSC's chairman, told the Public Accounts Committee on Monday that he thought the Young Workers Scheme could be useful as a way of providing jobs for youngsters after they had passed through the YTS.

Mr Young was due to appear before the committee again later in the week, when he was expected to face hard questioning from the MPs over the MSC's system of financial control and management information and its monitoring of the Youth Opportunities Programme. Despite earlier assurances to the committee from the MSC that it would improve its monitoring to prevent employers using youngsters as cheap labour, the MSC had since decided that their monitoring system had broken down under the pressure of expanding the programme and given up the attempt to maintain comprehensive monitoring, says Mr Downey.

They had proposed instead to concentrate resources on some suspect schemes, but the backlog of visits was not reduced, so they decided to adjust their definition of schemes that needed visiting.

But last October there was still a backlog of 30,000 visits. For YTS, warns Mr Downey, it will become increasingly important to establish a systematic allocation of staff for monitoring.

Mr Downey remarks that his staff could find little evidence in the DE or MSC that the cost-effectiveness of measures to increase the staying-rate in schools had been formally evaluated against the special programmes, current and proposed.

"My staff found that so far departments have neither monitored the effect of YOP on the numbers in school nor sought information on young people leaving school for financial reasons," he says.



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Jobs guide newspaper no longer free for graduates

The Government has ordered its graduate employment agency PER to stop sending out details of vacancies free to newly-qualified graduates. From now on they will have to pay for the fortnightly publication in which the jobs are listed.

Ministers were encouraged to issue their instruction, which they say is to save taxpayers' money, following pressure from the university careers services, which are thought to want to eliminate competition with their own vacancies lists.

Graduates register for employment not with Jobcentres, but with Professional and Executive Recruitment, a Manpower Services Commission agency which is used by big employers and by the commission itself to fill managerial vacancies in its programmes for the unemployed.

It used to notify job seekers individually of suitable vacancies, but stopped doing this to save money.

Until last summer the agency sent everyone on its register, whether newly qualified or experienced executives looking for a job, its weekly *Executive Post*. Last summer, deciding it would be better to deal separately for graduates starting out on a career, it started to send them instead a new publication, *Graduate Post*.

The new publication was produced by a private firm of publishers, New Opportunity Press, which provides a wide range of other publications for the MSC. Under the arrangement the firm charged employers to advertise their vacancies, but PER paid for the distribution to the 40,000 new graduates on their register.

Some of the employers advertising in *Graduate Post* already paid to have their jobs listed in *Current Vacancies*, a fortnightly which is compiled nationally and distributed on behalf of the higher education careers services through university and polytechnic bureaux. It gives details of jobs available in big industrial and commercial companies who between them pay about £130,000 a year to the bureaux.

PER suggested that the bureaux should also distribute the new publication which gives, in addition to the posts it has been commissioned to fill for employers, details about jobs that are coming up which are of interest to final-year students.

But the bureaux were not interested. "We didn't see why we should give them access to 65,000 undergraduates" says Mr John Hudson, chairman of the Association of Graduate Career Advisory Services.

Through MPs they told the Employment Secretary that PER was spending public money on subsidizing a commercial publishing operation and the minister took the hint.

New graduates will now be supplied with a first free copy of *Graduate Post* and told they must pay a "preferential rate" if they want to go on getting it.

But because the publication is used to notify graduate vacancies in the Community Programme for the long-term unemployed, they will get it free and for an indefinite period, if they are still out of work after six months.

Careers Diary



by Brian Heap

Courses in the offing include a one-day seminar (March 10) on the Youth Training Scheme at the Queen's Hotel, Leeds (details from the Institute of Careers Officers, 1a High Street, Stourbridge). In London on March 22 "Designing the Careers Education Curriculum" (information from CRAC, Bateman Street, Cambridge) and at Surrey University in mid-March there is a course on applied science and engineering technology. Contact the faculty of engineering for information.

● Sixth-form conferences co-organized by North Staffordshire Polytechnic will be held at Keele University in March, when there is also an open day at the University of Manchester Institute of Science and Technology. (Further information from the schools liaison offices at the universities concerned).

Opportunities also exist at a number of universities and colleges for informal visits. These include Fitzwilliam and Trinity Colleges at Cambridge (contact the admissions tutors) and at Durham University where potential students should write to the Admissions Office. St Anne's College, Oxford, is proposing to continue last year's arrangement of a series of "mini open days". These include a tour of the college, tea in Hall and a talk with the admissions tutor. Visits usually last about two hours.

● University applicants and others hoping for degree courses should be aware that scholarships and awards of various kinds are often available to first year students. Awards for medical students at St Mary's Hospital Medical School, London, and for intending chemical engineers at Swansea come to mind. Details are usually published in prospectuses.

● Teachers involved with school and industry liaison could usefully refer to the new Schools Council working paper, *Schools and Industry* (Methuen Educational), which provides a valuable insight into the relationships which exist between the two sectors.

The paper stems from the council's industry project which was designed to promote teaching about industry and industrial society. The book focuses attention on the work of schools trying to adapt the curriculum to cover the school and industry theme and a number of interesting case-studies are included.

Few women on FE courses

Girls, handicapped and black young people are still poorly represented in further education, says the Further Education Unit in a report this week.

In 1980, men outnumbered women by 2:1 on full-time, sandwich and day release non-advanced courses, according to Mr Chris Farmer in *The Changing Face of FE: personal perspectives on the changes that have taken place in further education over the last decade.*

He noted growing concern over the declining role of the Department of Education and Science in the recent changes, which contrasted sharply with the rise in influence of the Manpower Services Commission.

Edited by Mark Jackson

OVERSEAS



Israeli pupils . . . caught up in the conflict

Israel/Benny Morris

Teacher fired after class insult allegation

JERUSALEM: A teacher in a Tel Aviv slum district school was dismissed following the publication of charges that she called her pupils "trash." The head of the school, Mr Nathan Endes, said he does not know whether the dismissed teacher will find a place in another school.

The case highlights the uneasy relationship between Jews of different backgrounds in Israel.

The dismissal followed the publication of a series of charges by parents of pupils at the Jordan School at a session of the Knesset education committee last week.

"It isn't just one teacher we complained about," said Adina Nadiv, a member of the Hatikva district committee. "There have been cases where the teachers insulted parents as well."

The parents told the Knesset committee that teachers at the Jordan School frequently called their children "scum of the earth" and "cave-dwellers". The dismissed teacher was quoted as telling one child: "You're the trash of the Hatikva district . . . your parents worked with garbage and brought the smell of it with them from the Arab countries".

The Hatikva district's residents are all Jews who immigrated to Israel from Muslim countries in 1949 and in the 1950s, and are considered among the country's poorest and worst-educated citizens.

The dismissed teacher allegedly told another pupil: "Your father sells potatoes and you'll sell tomatoes", and a fourth-grade girl was allegedly told: "You have no alternative. You'll be a whore just like your mother". When the furious mother came to the school to complain, the teacher told her: "You're trash. Get out of here", according to the testimony at the Knesset.

The Hatikva residents said the teachers' attitude to the Hatikva pupils had brought the education level in the district "down to zero".

The testimony was submitted as part of the Knesset committee's effort to find a solution to the integration problem at the Jordan School. The municipality has ordered parents from the Neve Tzahal district – more prosperous than Hatikva – to send their children to the Jordan School. But they have baulked at this.

The Neve Tzahal parents' reactions to the testimony submitted to the committee was that if the teachers at the Jordan School are so bad, they will now certainly not agree to sending their own children there.

France/Anne Corbett

Legrand report on comprehensives finds official favour

Voluntary reform proposed

PARIS: Forty or so different reforms have been launched by the French Ministry of Education since 1945, yet the ministry is often accused of being immovable because the reforms have seldom been fully implemented. This, said the French Minister of Education, Mr Alain Savary, earlier this month, makes him determined not to fall into the same trap in launching a reform of the comprehensive school, because "what is at stake is the future of our youth, and thus of our country".

His strategy is to break with the pattern of central government direction which is traditional in France. Instead the reform will be initiated on a voluntary basis from 1984.

As for the recommendations made to him by the Legrand committee (see *TES*, February 4), the minister said he was guided by four principles: to find ways of enabling all pupils to exercise a real choice over their future, to enable the comprehensives to adapt to a changing society, to give greater responsibilities to all those involved, including parents, and to give teachers the resources to do their job.

He was in favour of the Legrand proposals for groups of 100 or so pupils for timetabling purposes, enabling some groups to be streamed for part of the time, and forcing teachers to work together. He also approved of the idea of tutor groups. But it was not "the new orthodoxy" and he felt that it required preparation.

He was in favour of shorter class periods and a change in the balance of subjects to give more weight to the arts, sport and technology. But obviously there were budgetary limitations. He agreed with the committee recommendation to enable schools to adapt the framework of national curriculum programmes to their particular needs, and in other ways decentralize responsibilities, as long as it did not involve endless meetings.

The minister's response sidesteps the issue of how the reform would fit in with the Government's decentralization policy, and how much money is likely to be available. It also keeps off one of the most controversial aspects of the Legrand report: that in future all teachers should have the same obligations to be present at school for 22 hours a week. (16 hours teaching, three hours planning and three hours in tutor groups.) At the moment hours vary from 15 to 21 a week, depending on the teacher's qualifications.

The voluntary aspect of the reforms has undoubtedly defused some potential criticism. But journalists have uncovered some picturesque reaction. Two young teachers in a school to the north of Paris told the press that the Legrand proposals would turn the comprehensive school "into a cocoon".

"Pupils need to be disciplined", they said. "The pupils who get up and walk out of the class and eat in lessons are saboteurs of education."

Turkey/Bernard Kennedy

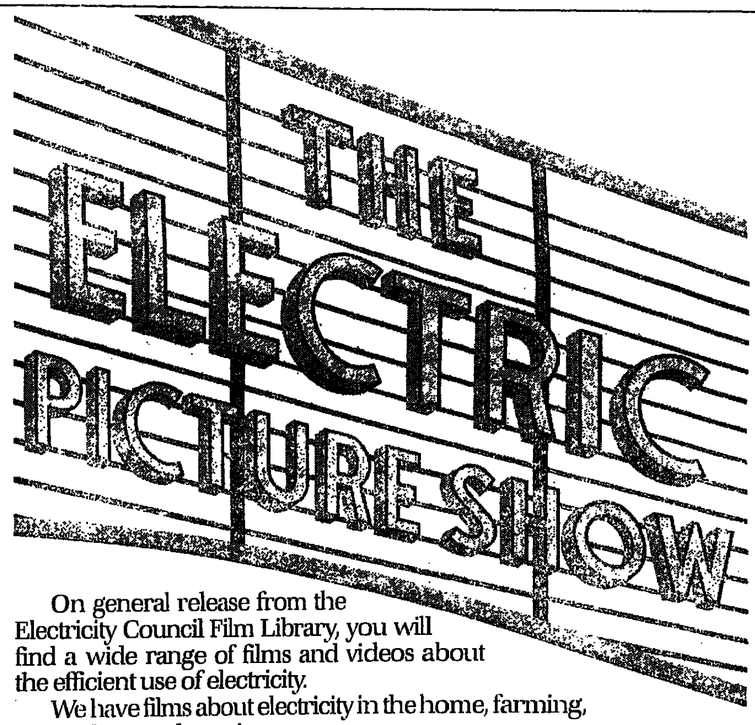
Re-trial is ordered

ANKARA: Turkey's Supreme Military Court has ordered a retrial for two-thirds of the teachers' association leaders who were sentenced to up to nine years in prison in December 1981. Nineteen of the defendants in the case had their sentences confirmed, but 37 others can now hope for a lighter penalty at least.

More than 50 leaders of TÖB-DER (All Teachers Association) were sent to prison on a variety of charges including spreading communist propaganda and running an illegal organization, following a seven-month trial before an Ankara martial law court in 1981.

The Supreme Military Court has confirmed sentences passed in connexion with this last charge, but ordered new trials for the others.

TÖB-DER was established in 1974 to take the place of the Turkish Teachers' Union after new legal arrangements had withdrawn the right of teachers and other public servants to form trades unions. It once claimed the support of a sizable proportion of the profession, and was finally closed by the court.



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OVERSEAS

IN BRIEF

Cooling off

Teachers in Quebec have returned to work for a three-week cooling off period, ending their recent strike. A new strike date of March 14 has been set if the Government has not come up with a fresh offer. The teachers have received moral and financial help from unions across Canada and the National Education Association in the United States. Criticism of the Government, which is trying to bring in a draconian Bill to control the teachers' right to strike, has been strong.

Uganda recruits

The British Council office in Kampala, Uganda, has reopened after being closed for nine years. British teachers of maths, science and English language are to be recruited to work in teacher training colleges in the country, and British textbooks are to be bought with a World Bank loan.

Overseas jobs

The TES would like to hear from teachers who, after accepting overseas contracts, experienced difficulties with agreed pay and conditions. Brief details, please, of any unfortunate experiences within the past five years only, to Teaching Abroad, TES Foreign News, Priory House, St John Lane, London EC1.

Mutual respect

The Soviet Union and Sri Lanka have signed an agreement to recognize each other's science degrees and diplomas. The two countries have been cooperating for 20 years on technical training.

New standard

No one will be allowed to teach in Kenya's secondary schools without a minimum of three A level passes, the Ministry of Higher Education has decreed. Heads have been directed to sack unqualified teachers.

West Germany/Paul Bendelow

The noisy back-seat election issue

BONN: "Working-class children are the suckers once again", is the message of a Social Democratic Party poster reflecting the polemic vigour of the final days of West Germany's election campaign.

With defence, government spending and unemployment dominant, education issues have largely taken a back seat, but those which have emerged have been debated with the same no-holds-barred attack marking the build-up to West Germany's general election on March 6.

Chief among the education skirmishes is the government scheme to cut sixth-form grants and convert student grants to loans repayable over 20 years. The conservative parties, the Christian Democrats (CDU) and the Christian Social Union (CSU), led by Chancellor Helmut Kohl, are committed to implementing the plan this autumn.

They firmly lay the blame for the proposed cuts at the door of the Social Democrat-headed governments of former Chancellors Willy Brandt and Helmut Schmidt, saying that the massive expansion of education during that period is said to have been based on "a policy of unpaid bills". The time has come, in the conservatives' view, to put West Germany's house in order.

According to the Social Democratic Party (SPD), this is being done at the expense of the poorest members of society.



Helmut Kohl: cutting grants



Hans-Jochen Vogel: defending poor



Hans-Dietrich Genscher: compromise

A 12-page booklet produced by the SPD is devoted entirely to the "disaster" of the grants scheme. It outlines the history of West Germany's grants system and the harmful social effects the SPD believe Herr Kohl's plan would have.

The SPD candidate for Chancellor, Hans-Jochen Vogel, has estimated that the actual savings would amount to no more than £50m – a sum which, he said, was out of all proportion to the disadvantages for working-class families.

The Social Democrats object to the existing tripartite school system as being based on the principles of selection and competition. They favour the development of the comprehensive system beyond its present largely experimental status, believing that it should be introduced wherever parents want it.

The CDU and CSU are linking the future of the SPD with that of the radical Greens environmentalist party, now that the SPD's former coalition partners, the liberal Free Democrats (FDP) have crossed the floor to join the conservatives. The Greens, within striking distance of winning seats for the first time in the federal Parliament, could hold the balance of power in Bonn after March 6.

Their proposals on education call for a sweeping revision of established structures, including the abolition of civil service status for teachers, and the possibility of autonomous schools administered by parent-pupil-teacher committees. However, the Greens have yet to formulate nationwide education policies for practical implementation.

The only other party calling for major structural changes in education is the FDP. They want to see various responsibilities transferred from the regional *land* governments to the federal Government, including teacher-training and vocational training.

As a result of switching allegiance to the conservatives in mid-term, the liberals have lost support in the country and face the possibility of not getting back into the Bonn parliament after the general election.

The key education issue of student grants is one of the areas on which Herr Hans-Dietrich Genscher, the FDP leader, had to compromise, in order to join a coalition under Chancellor Kohl. The SPD has lost no opportunity to point out that a year ago the Free Democrats were promising to maintain student grants, even in difficult economic times, for the sake of preserving equal opportunity. Now they are having to support Chancellor Kohl's plan.

Kenya/Undurungu Ndirangu

University allowed to reopen

NAIROBI: The University of Nairobi, which was closed down by the Government seven months ago after students demonstrated their support for last year's abortive coup, reopened earlier this week.

Mr Joseph Kamotho, Higher Education Minister, said the re-opening was to allow the students to complete their end-of-year examinations.

The re-opening will not pre-empt the findings of a state committee set up last year to investigate the university, he said.

The Presidential Visiting and Inspection Committee is currently touring the country collecting ideas on how the university can be reformed so that it ceases to be a centre of political activism.

The university has been closed 18 times over the last 10 years. It was founded in 1970 after the collapse of the former University of East Africa which grouped the Universities of Dar-es-Salaam, Makerere and Nairobi.

Late last year, it was heavily rumoured that the Commonwealth Universities Association had threatened to withdraw recognition of the University of Nairobi because of its frequent closures.

Since June last year, about five lecturers have been detained under the Public Security Act; others have fled the country.

Sweden/Chris Mosey

Births slump

STOCKHOLM: Sweden's declining birth rate has put 10,000 teaching jobs at risk, according to a new report by the National Board of Education.

The report forecasts that between 1984 and 1989 up to 10 per cent of the nation's schools will be forced to close because of the lack of pupils.

In the present school year there are around one million children in primary schools in Sweden. But in 1988 the figure will be down to 910,000, says the report.

Travel



A wide-ranging review has shown the Finnish school system in a good light. Donald Fields reports

Top marks awarded by the OECD

HELSINKI: An exhaustive review of educational policies in Finland by the Organization for Economic Development and Cooperation (OECD) has drawn a positive response from experts in Helsinki, who see it as a judicious mixture of praise and constructive criticism.

Reaction was neatly summed up by Mr Aslak Lindstrøem, head of the National Union of Teachers' school division: "The comments frequently hit the nail on the head. The OECD researchers have admittedly relied on information fed to them, and the Finnish school authorities have indirectly written their report – but this does not invalidate the exercise."

Extolling the Finns' commitment to education as a dynamic factor in economic and cultural development, the report asks whether the system of schools and colleges is "as powerful a servant" for the future as it might be, and whether "lavish educational provision" can be matched with appropriate employment possibilities. It emphasizes the rapid post-war economic growth and social transformation (from rural to urban), coupled with special factors such as linguistic isolation and the existence of a 6 per cent Swedish-speaking minority among a small population (4.8 million).

At the compulsory education level it outlines the reform, virtually completed in 1979, from a "parallel" post-primary school system giving way to lower secondary and civic schools, to a "unified" comprehensive school catering for children aged 7-16. Above this age, students go to a three-year upper secondary school leading to higher education, or move into vocational schools.

The examiners recall the initial greeting they received from Mr Jaakko Numminen, director-general in the Ministry of Education: "The reform has first of all been in structure. Changes in content have not been very great". Then they comment: "In the 1980s the main effort should be concentrated on what actually happens in the schools, on subject matter as well as methods of working".

Wondering whether the compulsory starting age could be lowered, the OECD team was told by a Finnish official that a one-year reduction had been explored but was "unlikely to be realized in the near future". It was also disturbed by unequal access to children in the pre-school day-care centres which had too few places to meet overall demand.

The continued existence of small rural schools is deemed "familiar" in the Finnish-style scattered settlement, and though such schools can often offer only a restricted range of subjects there were several compensations: attractions for teachers preferring the quality of life in the countryside, ability to employ specialist itinerant teachers, and excellent mobile library facilities.

Echoing those who find educational policy too centralized and Finnish life in general over-politicized (in simplistic party terms), the examiners lament the authorities' way of delegating responsibility to municipal school boards by adding to the power of political bodies without considering the rights of staff, parents and pupils.

They are perturbed by the large number of hours that have to be devoted to languages, and point to a threat to bilingualism caused by the fact that Swedish, the second national tongue, offers entry only into the Nordic community of 20 million people, a backwater compared with the opportunities offered by international languages.

Their general thrust is to urge more flexibility on the authorities with localities, individual teachers and schools allowed to show their own initiative.

Officials virtually endorsed the OECD's strictures on the "underdeveloped level" of educational research in Finland, with only 1 per cent of public research expenditure channelled towards such ends even after ambitious expansion schemes.

Nevertheless, Finland's image as a country successfully walking the East-West tightrope and rationally allocating its limited resources is enhanced by this study, which should provide food for thought elsewhere.

LETTERS

Valuing the vigorous vernacular

Sir – I do not share Professor John Honey's nostalgia for the days when English teachers taught the formal grammar of the language and insisted on the spoken standard form (*TES*, February 18). Nearly one hundred years of state education produced generations of people ashamed of the vigorous vernacular of their home areas and convinced that they could not speak "properly".

By all means let us teach the written standard as the shared public form of a multicultural society but the spoken approximation should remain a personal option.

As a teacher-trainer I am most deeply ashamed of my chosen profession when elderly relatives (working-class, of course) ask me to write letters for them. Clearly they went to school in the good old days before the "sinister claptrap" of linguistics undermined the explicit teaching of "grammar". It's quite an achievement, isn't it? A century of compulsory education based on Professor Honey's formula for mother-tongue teaching succeeds in convincing vast numbers of working people that they cannot use their language for a simple statement of opinion or a letter of complaint or an expression of sympathy.

MARIAN WHITEHEAD
School of Education
University of London
Goldsmiths' College

Sir – Why, I ask myself, does a man calling himself "professor" and published by a body ostensibly dedicated to upholding educational standards, use as "evidence" an unproved and unprovable assertion about the way a trade union leader (Ray Buckton) speaks?

Why, I ask myself, again, does the said professor use the example of Mr Buckton, and Mr Scargill for that matter, who were both educated in the good old days, to attack educational theories which have become prominent since the 1960s?

Could it be, and the use of words like "claptrap" is suggestive, that Professor Honey is not engaged in a serious contribution to the educational debate, but only seeking cheap headlines for a propaganda ploy?

Then why, I ask myself once more, does a serious educational journal like *The TES*, treat a right-wing diatribe as though it were a scholarly piece of research.

R A LEESON
18 McKenzie Road
Broxbourne
Herts

Grammar grouse

Sir – It's about time that someone published some common sense about the way grammar is *not* taught in schools.

I am a junior school teacher and have never been taught either at junior or secondary school which I left at eighteen. Never was the subject "proper grammar" mentioned in the full three years I was at college – it was an unmentionable. Our teachers' centre has never run a course in basic grammar for its staff.

I would even go further than Professor Honey and say that Latin has been much overlooked as a base, not only for learning English, but other modern languages taught in British schools.

I wholeheartedly agree with Professor Honey, but find it sad that perhaps he has had his paper published because of his title and status in the academic world.

I have often talked in staff rooms about the lack of grammar on the primary curriculum, but have been looked upon as an old fashioned teacher, who hasn't matured in my six years of teaching.

CATHERINE MacARTHUR
19 Granville Road
London N4 4EJ

Linguistic theory

Sir – It is unfortunate that Professor Honey marred an otherwise sound argument by using the expression "sinister claptrap" with reference to the linguistic theory that one variety of English is as good as another. It would have been far more accurate to point to the methodological fallacy inherent in the transition from descriptive linguistics to applied linguistics.

Any purportive science must be value-neutral in the classification of its subject matter, but to seek to put the neutrality of descriptive linguistics into practice under the aegis of "applied linguistics" is fallacious, since one is not excluding values, but rather replacing the old ethic of excellence with the new ethic of relativism.

What Peter Newsam seems to be recommending in his reply (February 18) is something akin to the practice in Germany, Austria and Switzerland, where it is considered quite acceptable for one and the same speaker to use dialect *en famille*, but standard German on formal occasions.

A Swiss professor will deliver his lecture in *Hochdeutsch* and then chat to his students afterwards in Swiss German. But this system is underpinned by an educational policy of teaching and using the standard language, with grammatical precision, in all the schools of the German-speaking area of Europe.

Professor Honey has rightly pointed to the decline of such provision in this country.

EDMUND BURKE
10 Cranleigh Gardens
Kingston upon Thames
Surrey



Stop worrying Mason, when I know what they're calling the 16-plus, I'll tell you.

Exams circus

Sir – All who entered your challenging curriculum competition put their heads on the block. Your correspondents (February 11) are writing graffiti on the building after it has been constructed.

They also do not appreciate the freedom and flexibility of my scheme that would allow your first correspondent to abandon GCE in his drive against élitism, your second to extend his well-argued language and technical provisions, your third to develop CDT and your fourth to add her unspecified recipes for happiness.

The novel feature which has not been attacked is the 15–16 transitional year without the dominance of public examinations. In this New Deal, all youngsters could make a wider choice of activities in and out of school. Of those to whom I have spoken, a majority are in favour of the scheme, the minority are split into a larger group who would like it as a basis for discussion and a small number who want no change. This reflects Virginia Makins's fascinating analysis of all entries.

The time for change is long overdue but it would not be fair on pupils to remove the examination circus until there is widespread acceptance of new proposals.

T M RENOWDEN
27 Falmouth Road
Truro

16-plus biology

Sir – It may not be obvious to anyone reading the GCE and CSE boards' Joint Council 16-plus national criteria for biology that "the working party believes it is possible to examine candidates with a set of common components" (page 10). This was, by a considerable majority, the view of those whom the working party consulted: for example, 73 per cent of the Southern Group were against the use of differential weightings. It is also the unanimous view of the two board working parties of which I have first-hand knowledge: the London and East Anglian group and the Southern Group.

A differentiated scheme of assessment has been imposed by the Joint Council against the recommendation of the National Working Party (page 10 and page 6 of the Recommended Statement).

Throughout the discussions it has been implied that the desire for common papers in biology derives from ideological egalitarianism. In fact the widespread agreement on common papers shows that they are wanted by teachers and examiners of every educational and political persuasion. Until the feasibility studies on 16-plus carried out in the 1970s, many of the present supporters of common papers were disposed to believe that differentiated papers would be necessary.



Biology lessons should promote respect for all forms of life.

The argument for common papers in biology is the simple one that they have been shown to work: they differentiate successfully between the top 60 per cent who sit for the exam; they prove interesting to all the candidates; they stretch the best yet are not too daunting for the less able.

No one in biology is trying to elevate common papers to a universal principle: if they do not work in other subjects, so be it. Rather it is the opponents of common papers in biology who disregard empirical evidence out of an ideological anti-egalitarianism.

PAULINE ALDERSON
Chief Examiner, O level biology AEB 1977–81
Editor-Reviewer CSE Biology Southern Regional Examinations Board
Camelford
Cornwall

Respect for life

Sir – Your account of the 16-plus proposals (*TES*, February 18) includes those for biology.

As a teacher of both biology and ethics I am somewhat stupified by the fourth criterion given: "To promote a respect for *human* life". Why has this criterion been changed from the accepted respect for *life*? What biological basis can be used to justify such a "cut off" in the evolutionary series upon which the teaching of biology in our schools is based?

Perhaps members of the Joint Council are frightened of further refusals to accept the dehumanizing influences of dissection and experimentation in our schools and colleges? Are they really trying to imply that biologists should only respect *human* life? Can I never again put forward a candidate for the veterinary profession? Should I perhaps teach "creationism", not evolution?

Stick to your (biological) principles, ladies and gentlemen: being human includes being humane – to life in all its forms.

DAVID PATERSON
Chairman
Humane Education Council
39 Bramber Way
Burgess Hill
West Sussex

Micro money

Sir – While secondary and primary schools are being offered money to buy microcomputers, and equipment is being provided for colleges with teachers in initial training, it seems strange that i.e.a. subject centres and teachers' centres, where most of the in-service training of teachers should be taking place, are given neither machines nor extra funding.

May I suggest that each teachers' centre should be provided with at least one micro.

R H I HARRIS
20 Hazel End
Swanley
Kent

Leave of absence

Sir – In reply to Gillian Hooper's article, "Family Planning", (*TES*, February 11), can I pose the question: "What is the difference between a member of staff on secondment and a female teacher on maternity leave?"

Both predicaments result in an unavoidable absence by a full-time teacher for a considerable length of time, and thus both, arguably, have the same ultimate effect on pupils in the classroom. Both absences are covered by supply teachers, the choice and competence of whom is not the responsibility of the absent teacher. How far were Ms Hooper's problems of her own making?)

The right to return to their jobs on the same terms is guaranteed to both the teacher on secondment and the female on maternity leave, and yet neither individual is under any legal obligation to return to that post. Neither situation is comparable to breakdowns, prolonged illness, suspensions on "full pay" and neither is a "temporary crisis", as Ms Hooper misguidedly equates them. Both are indeed planned events, in fact there is possibly even more warning about an approaching maternity leave than there is for secondment.

However, I do concede there are some differences. Secondment usually lasts 52 weeks, whereas maternity leave only lasts 40 weeks. Secondment means being on full-pay, maternity leave means no pay after the first six weeks of leave. The teacher on secondment is viewed as taking a natural stage in the development of their career, and "bettering themselves" whereas the woman is made to feel guilty for this natural development in her life.

At the end of secondment one is ceremoniously presented with a piece of paper which is the passport to promotion, the woman on maternity leave "simply" produces a child, a human being, which is regarded as irrelevant to a teaching career, in fact an obstacle to future promotion. While on secondment it is quite acceptable, even admirable to return and talk in abstract and theoretical terms about child development and behaviour, but to return and talk about the actual experience of childbirth and child rearing is trivial, unacceptable, derisory, even irrelevant to schools. In conclusion, the only advantage to the woman is that it is possibly easier for her to get pregnant, than it is to gain secondment, and undeniably vice versa.

I say to Gillian Hooper, women teachers, on maternity leave, do not want identical conditions of leave with "cornflake sellers", but simply the same conditions and status as their teaching counterparts on leave of absence.

ROSEMARY LITAWSKI
Orton Longueville Comprehensive School
Oundle Road
Peterborough
Cambridgeshire

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Talking turtle

Sir – I should like to comment on the use of Logo and turtles in an ordinary primary school class; I have used a turtle daily in my classroom over the last five months.

Certainly the *Horizon* programme did not deal with this issue very clearly and this was reflected in Virginia Makins's review (*TES*, February 11) where she said that the programme "... did not come quite clean about the difficulties of introducing Logo in conventional schools." I think this might make people believe that the difficulties are great and might put people off Logo altogether, which, in my opinion, would be most unfortunate.

To use Logo and a turtle in a classroom does necessitate careful planning of the teaching day. It is best used in a group of two to three children. Children cannot be left entirely on their own to explore and teacher interjection is necessary at appropriate points to lead the children on to further exploration.

Working with Logo is very enjoyable for it allows each child to participate at his own level of ability. It engenders a high degree of motivation and commitment in the children, probably because the interaction with the computer is so lively and the response immediate. Mistakes can be corrected instantly and several approaches to a problem rapidly tried out.

The language is essentially mathematical and, as such, generates a great deal of mathematical talk within the group. It puts the children into problem-solving situations which are meaningful to them and also helps with their geometry and estimation.

However, to see its value in the classroom purely as a mathematical tool would be too narrow. It offers the children the opportunity to develop their analytical and lateral thought processes and at the same time gives them scope for creativity.

KATRINA BLYTHE
Deputy head
St John's School
Digswell
Welwyn
Herts

LETTERS

Three months for YTS courses to be the minimum, not maximum

Sir – There were several very misleading statements in last week's front page article by Mark Jackson headed "Colleges fear turmoil over new YTS limit", which need to be corrected.

First let me say that there has been no sudden decision by the Manpower Services Commission to cut back new Youth Training Scheme courses to a maximum of 13 weeks of off-the-job training or further education. The commission's area offices are being asked to negotiate with colleges or other training providers the maximum amount possible of off-the-job training subject to the minimum of three months recommended in the Youth Task Group report which led to the setting up of the YTS. Of course, in planning for the new scheme, the commission has to take a view on what can be reasonably spent on off-the-job training across the board and six months of such training is likely to be the exception rather than the rule, as indeed was the case under the Youth Opportunities Programme. There will be some trainees who will need more than three months off-the-job training, whereas for others three months will be entirely right, and we are confident that we can allow for this flexibility.

Secondly, the allegation that the MSC is fearful of not getting sufficient employers to sponsor schemes has no basis in fact. The commission is now engaged in a major drive to enlist employer support and if employers' interest in YTS is sustained at the present rate we shall reach our target places for around 300,000 young people in Mode A. The remaining 160,000 young people will be in places which will probably be divided about equally between training workshops, community projects and information technology centres on the one hand, and places organized by employers, colleges, training associations and the MSC itself on the other. While we value the contribution that colleges of further education can and will make right across YTS, it has never been suggested by MSC that they would be expected to provide all 80,000 places in the latter category.

DAVID YOUNG
Chairman, MSC
Selkirk House
166 High Holborn
London

Mark Jackson writes: Mr Young is not actually denying what his own press office said last week, which was that:

- The commission's officials have decided that there is not enough money this year to pay for more than 13 weeks of college instruction under Mode B in most areas of the country.
- That the six months college courses in this year's highly successful pilot schemes will have to be cut to 13 weeks – unless the college can find funding from some other source.

The youngsters who will most obviously need more than three months in college are those in the category for which the MSC at present funds remedial work introduction courses of up to six months. Colleges are being told that these will not be funded for more than three months under the YTS.

Mr Young's own confidence that he will meet the Government's targets makes a reassuring contrast to the uncertainty of some of his own colleagues in and on the commission and to many of those close to the ground in the careers service and in industry.

Bash Street myths

Sir – The characters which I created for *The Beano* 30 years ago this year – the Bash Street Kids, Minnie and the Minx, Little Plum, the Three Bears – have proved to be enduring creatures, but not more so, I fear, than that hardy and long lived creature, Myth.

One reason, perhaps, for this creature's longevity is that it does not require a diet of any substance, being able to flourish on vaporous nothing.

I have just read, very belatedly, an article "The Bash Street Kids" in *The TES* September 17 of last year. The author of the article, Roger Bown, states that I had revealed to him "some vitally interesting facts". My recollection is otherwise.

I met Roger Bown in a local pub more than a year ago. After the first swallow of his pint of Wadsworth's 6x, he informed me without preamble and with solemn pedantry that I had created the Bash Street Kids as "working class" children because I did not draw them with standard lamps in their homes. Taken aback by this intellectual tomfoolery, I pointed out that I never showed the Bash Street Kids in their homes – they always appeared in school – and that therefore his assertion was historically inaccurate; that in any case, I had not created my characters as representatives of one "class" – they were designed to appeal to the broadest spectrum, and therefore the widest readership, of British children.

I have not had any kind of contact with Roger Bown for over a year: I now find that he doggedly pressed on with his theory – and indeed extended it – in *The TES* article. There is little point, after this lapse of time, in my demolishing Roger Bown's generalized assertions and mythmaking by means of specific factual evidence and the actualities of history.

There is, though, one point on which I must put the record of history straight. Roger Bown credited me with the development of Dennis the Menace during the 1950s. This is a disturbing distortion of history. David Law, a gifted and stylish illustrator, created Dennis the Menace *circa* 1950, and he *alone* was responsible for the development of the strip until his death in 1972.

In my autobiography *A Very Funny Business* (published by Duckworth in 1978) I devoted considerable space in the text to detailing David Law's unique achievement in creating one of the greatest and most singular of British comic strips, and this was accompanied by 10 full pages of illustrations of his Dennis sets, showing (with attendant captions) David Law's development of Dennis during the 1950s.

I must stress that I was not in any way, not in the smallest particle, responsible for the development of Dennis, or the introduction of any other characters into the Dennis strips.

Roger Bown had read my autobiography, but, apparently in order to buttress his theory, he has in his article made David Law (who is dead and thus cannot defend himself) vanish from history.

LEO BAXENDALE
11 Brockley Acres
Eastcombe
Stroud
Gloucestershire

Roger Bown writes: Clearly, no single individual creates a myth, but Leo Baxendale's preoccupation with the creation of myth seems quite appropriate. The impression which is projected in this and other correspondence which has been brought to my attention is not, to my mind, an accurate account of events. I have in fact met Leo Baxendale, in the company of one of my colleagues, on three occasions. During the first two of these meetings he readily conveyed the significance and virtues of his work in comics and was more than willing to provide factual information about his experiences with D C Thomson.



Details from a *Little Plum* set drawn by Leo Baxendale – *The Beano* for March 1 1958

The majority of the article to which he refers consists of my own analysis of *Beano* material (one with which he obviously disagrees) and my general argument does not attribute any great importance to the specific details or circumstances of authorship.

However, if I implied undue credit to Leo Baxendale for the development of Dennis the Menace, it is because I gained the impression from our conversations, as did my colleague, that he had produced more of the Dennis pages than was the case. Since then the evidence is stated in writing by Leo Baxendale is that he produced "a very small proportion of the Dennis the Menace pages at intervals in 1954, 55 and 56".

My article was properly researched and fairly reported. No disrespect to David Law was intended and I am sure that my comments have not made him "vanish from history". The fact that Dennis, despite these protests from Leo Baxendale, lives on, will ensure this. Rather than casting me as the myth-maker it would seem from all the evidence which has been presented that this is Baxendale's particular talent.

Peace studies

Sir – There is growing concern about education for peace in our schools, and the implementation of peace studies into the curriculum is an important contemporary issue. However, there is little information available about the amount of peace education that does exist; consequently there is a serious lack of appropriate curricula support materials.

I am a teacher currently engaged in a project in which I am examining recent developments in peace education in secondary schools.

Could teachers, students and parents contact me with any information they may have regarding the existence of peace education in schools?

JULIE MILLS
School of Peace Studies
Bradford University

Governors' line-up

Sir – The vice-chairman of the governors of Chesterfield School attempts to justify the appointment to the governing body of 12 Labour Party nominees by claiming that the Conservatives did the same when in power (*TES*, February 18). The facts are that there were eight Conservative nominees from the county council, three Labour nominees from the borough council, and six other governors.

Mr Pont's assertion that pre-meetings by the political governors are held only on an irregular basis is not borne out from observations by other governors. Such meetings are divisive and they have contributed towards a clear lack of confidence in some of the political governors.

The claim that the new system of appointing staff would give teachers and parents more say carries little credence in view of united opposition to the scheme from teacher and parent governors alike. All appointments and promotions are to be made by a panel of three governors.

Finally, your report gives the impression that only bright children are transferred to Chesterfield School at the age of 13. This is incorrect. Entry is entirely by parental choice, regardless of ability, and no child is turned away.

MARY DRINKWATER
(Derbyshire county councillor)
28 Cromwell Road
Chesterfield

Graded tests

Sir – As language teachers in Oxfordshire who have been involved in the process of revising the OMLAC (Oxfordshire Modern Languages Achievement Certificate) syllabuses, we were surprised at the degree of misunderstanding that seems to have been occasioned by the publication of the HMI report on graded tests, and we were particularly concerned to see that the article in *The TES* (February 11) appeared to have missed the point both of the inspectors' report and of the thinking behind the graded test schemes.

We feel that in the interests of the whole graded objectives movement it is necessary that the following points should be made:

- Although the main purpose of the HMI survey was to investigate the use and effect of graded tests in Oxfordshire, they also looked, for purposes of comparison, at classes which were not using OMLAC. Their concluding comments about schemes of work are concerned with the organization of language departments in general and cannot be specifically related to the OMLAC syllabuses and tests.

- The early and, as you say, pioneering OMLAC syllabuses represented an attempt to set language in a context of use and thereby to arrest the mass exodus from language classes of pupils disillusioned with structurally-based courses where the long hard slog through from definite articles to the imperfect subjunctive seemed an endless rehearsal of meaningless phrases (*Les tomates sont rouges, n'est-ce pas? Oui, ce sont des tomates rouges*) for a performance that would never take place, since the pupil was rarely offered any language that corresponded even to the most elementary communicative need.



The phenomenon of "schoolgirl French" is well known to generations of adults with O level or School Certificate in the language who are incapable of holding a simple conversation with a French person. "Success", as defined by the criteria laid down by the examining boards, was hardly likely to inspire great enthusiasm, but the experience of the majority of language-learners was even more devastating, since they failed both in terms of formal qualifications and, it need scarcely be said, in terms of communicative competence.

In contrast to this dismal state of affairs graded tests have worked to boost morale: there is much evidence to suggest, as the inspectors themselves admit, that schemes like OMLAC are a powerful force for motivating both staff and pupils.

- There were, however, clearly weaknesses in the original OMLAC syllabuses and it is for this reason that they have now been completely redesigned: the new syllabuses will be in use in the schools from this September onwards. The inspectors were provided with extensive documentation about the new syllabuses, and we had a meeting with them where we explained the thinking behind the revisions: this receives only a passing mention in their report.

A "deeper and more practical grasp of languages," is exactly what the new syllabuses aim to provide: deeper because they set out to give mastery of the language system and more practical because the language that pupils are provided with is always set in the context of communicative intentions, so that they are neither parroting off tourist-book phrases nor repeating meaningless sentences which exist only to demonstrate some grammatical point.

- The syllabuses will go into the schools accompanied by guidelines on methodology, including a section on classroom communication to enable the maximum use to be made of the foreign language as a medium of instruction, and a number of more general communicative strategies to enable pupils to cope with the unpredictability of the language that they are exposed to. A programme of in-service training which includes workshops for the production of resources based on authentic materials has already begun.

We feel that it would be regrettable if the momentum achieved by many teachers in Oxfordshire and elsewhere should be allowed to die away as a result of misleading publicity based on an ill-timed report.

ANN MILLER
LIZ ROSELMAN
VEE HARRIS
Department of Educational studies
15 Norham Gardens
Oxford

Bible aid

Sir – An unrivalled help in understanding the background to Bible teaching and Judaism (Re Cook's tours, *TES*, 11 February) is *The Pentateuch and Haftorahs*, edited by J H Hertz (late Chief Rabbi). Soncino Press. If it could be available in school libraries for preparation of Old Testament lessons, it would give enjoyment using it, great enjoyment and a new respect for our grandmother, the Church of Israel.

H ALEXANDER
Kelnton
Somerset

FEATURES

Next month the 1981 Education Act comes into force, broadening the definition of educational handicap in the wake of the Warnock report. Jane Last looks at a team of specialists backing up the ordinary teachers coping with the one child in five needing special attention.



One of the country's largest special schools has started an "export department" to help children with learning handicaps in ordinary schools. Half the local schools have invited the team of specialist teachers in and the youngsters seem to love their new work.

So Warnock's notion of the special school as a centre for ideas, advice and materials is alive and flourishing at Longford School, Gloucester. And the scheme is enabling children who might otherwise be referred to a special school to remain in mainstream education.

Malcolm Cameron, headmaster of Longford, believes the less able children in ordinary schools have a pretty raw deal. "Exam streams attract the best funding and most generous allowances of teacher time and equipment. The slow learner must also be catered for."

With pupil numbers falling, Longford found itself with too many teachers. The best way to use any surplus staff, it was felt, was for the special school teachers to help their colleagues in mainstream education to meet the needs of slow learning children.

So with four of his staff Malcolm Cameron formed an experimental special needs service last year covering an area with 67 schools and 20,000 pupils.

The Department of Education and Science has now agreed to the splitting of Longford Special School into two – the ESN(S) school with 60 severely mentally handicapped children, and the ESN(M) school with 125 pupils. This enables staff to be formally transferred to the new Gloucester Area Special Needs Service. "Special schools will remain but many more children will be staying in mainstream education", Malcolm Cameron says.

The project has not been without its teething troubles, however. There is some apprehension among the remedial and psychological advisory services about the role of the new team. Questions of title, status and salary grading still need to be thrashed out.

But Mr Adrian Smith, Gloucester's senior education officer for special education, sees no long term problem. "The intention is to preserve the expertise of teachers in special education and to offer the class teacher a professional colleague with whom to discuss problems of a particular child on an informal basis."

Malcolm Cameron says: "We don't see ourselves in competition with the existing specialist services. The team will not work directly with the children but will help teachers help themselves, advising on how to gear the teaching more closely to the needs of the child. We are trying to export ideas, methods, structures and teaching proved to be successful with slow learners in special schools."

Their earliest contact with schools met with a range of responses. There was enthusiastic relief from some who saw the team as another pair of hands, but outright suspicion from head teachers who thought the special school itself would close and dump all the children back into the mainstream with curtailed resources. Such critics had to be reassured that Longford Special School was not closing.

"Twenty per cent of the ordinary school population will at some time or another require some form of individual educational treatment," Mr Cameron says. "If 1.5 per cent are in special schools then 18.5 per cent remain in the mainstream but have some level of need. The Longford team will be involved with that 18.5 per cent; the less able child, not the special school candidate."

He believes that there is nothing worse for a teacher than facing mixed ability children and feeling unable to cope. Teachers in ordinary classrooms have not been trained in assessment; for instance, and will grope around and come up with anything from the right sort of phrases to emotionally charged outbursts. One thing the team can do is to show teachers how they can make classroom assessments based on structured observation techniques.

The walls of the resources unit at Longford are lined with pigeon holes crammed with material – comprehensive programmes in number work, early language, visual perception, spelling and reading. Cassette tapes with worksheets enable slow learners to work at their own pace in the classroom.

Among them is a 57-page *Foundation Skills Assement Schedule* produced by the Special Needs Service in conjunction with the county's remedial and psychological services.

It is designed for the infant or junior teacher to have on the desk during the first year so a child can be observed in a systematic way. It highlights children's deficiencies and suggests suitable teaching to put them right. It should take the whole year for the teacher to fill in information about skills – non-existent, emerging or observed. The skills the schedule assesses include expressive language, visual and auditory memory and discrimination, logical thinking and tactile discrimination as well as social skills and behaviour.

When the teacher has found the problem then the most appropriate service is called in. "In a world where psychologists and remedial teachers are very thin on the ground teachers may welcome a filtering system", Malcolm Cameron says.

In each of the three schools I visited the staff admitted they were dealing with children who might have to be referred to a special school without the help of the Special Needs Service.

Nancy Hodgson, headmistress of Haresfield Primary School is adamant that youngsters with learning difficulties should not be sent away. "Children need competition", she says. "They get more specialized help and expertise in a special school but they don't get the usual children's dialogue, the rough and tumble of the normal atmosphere. They don't know what it is like to live in the normal world."

She said that the new service provided expertise and resources – audio-visual equipment, tapes and language masters – which the school would not be able to afford for just a handful of children. "To retain these children in our schools we need backing. But I wouldn't want them to go away. The pupils all do different work here and these children don't know there's anything different about them."

In Hucclecote Secondary School the Longford team has helped set up a special needs department with a member of staff as full-time special needs teacher. Now they have tape recorders and language masters, and cabinets full of Longford materials.

"Without Longford involvement we would still be going in the same direction but at a much slower pace," Jack True, the headmaster, said. "We didn't have the expertise to deal adequately with slow learners before and were picking up their problems too late."

Anne Griffith, a special needs teacher, said that the school could now handle the borderline cases who might previously have been sent to a special school. "We weren't going back far enough. In maths we needed to go back to infant stage for 12-year-olds because they'd missed something. They'd learn the mechanics without understanding why."

At Widden Junior School in Gloucester city centre one third of the pupils have learning difficulties; 61 per cent are from ethnic minority backgrounds, many are trilingual, but this gives rise to huge language problems. Class teacher Julie Hill is delighted with the help from Longford. "I used to flog myself to death and the children had forgotten it the next day", she said. Now she uses the Longford learning programmes for several children in her class and feels more self-sufficient and confident.

Jean Skelley finds the resource material useful because it teaches the children in very small steps. "I have three 10-year-olds with no sense of number whatever. They couldn't cope with any work I gave them, even first year books. We were just muddling through before." And she said the children loved doing the work.

Headmistress Pat Martin said that the remedial staff just could not cope with the number of children with special needs in her school. But she believed it was better for them to stay in mainstream education. "I agree in principle with Warnock as long as we have the facilities to implement it."

A member of the special needs team was invited to help one child who would otherwise have had to go to a special school, but as is often the case, she ended up giving advice to other teachers on several pupils. Once she was in the school the staff felt they had direct access to her and all the materials. "It is important for her to chat in the staffroom. The teacher feels more secure talking to someone on the same level", Pat Martin said.

The real test of the scheme will be whether a team of five can cope with the special needs of 67 schools. Malcolm Cameron believes they can, especially now that many of the materials have been developed.

But he has some fears. "I would hate to see, in the scramble to implement Warnock's notions of integration, the establishing of more and more sink classes."

"We have built up something rather good in our special schools. But it has become too rarified, too isolated and too segregated. It has to be transplanted into the ordinary school. But my fear is that what is good about special schools won't survive the transplant."

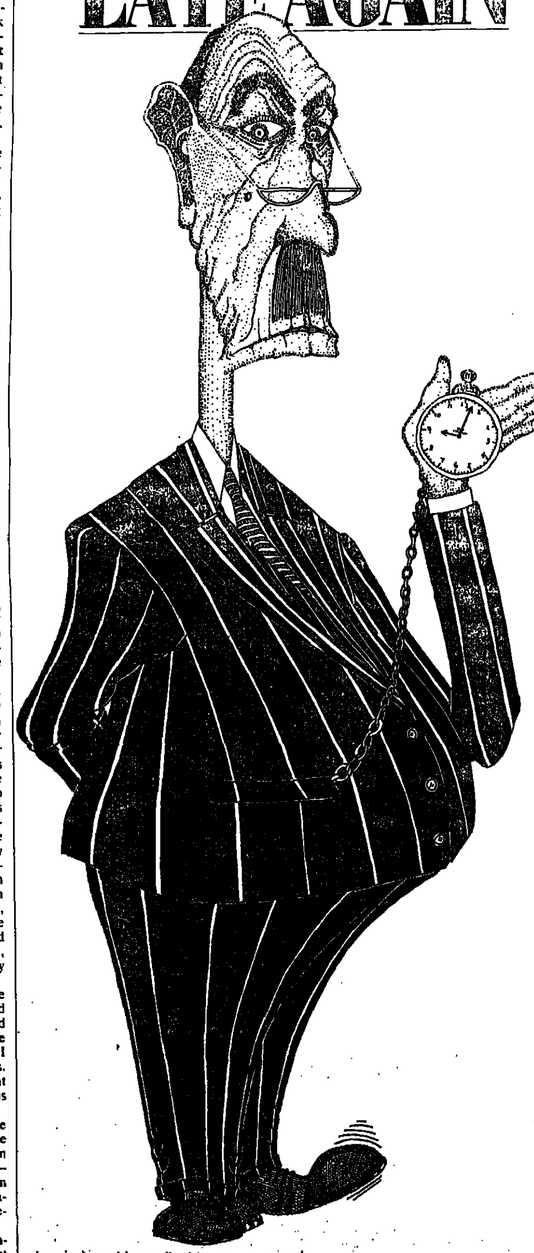
CALL OUT THE FLYING SQUAD



FEATURES

In spring, the pastoral care team's fancy turns to thoughts of punctuality, says Brian Harrison

LATE AGAIN



"Hell", I thought. "It can't be March already." I snapped out of my near-comm, sneaked a furtive glance at my diary, and had the awful truth confirmed. It *was* March. The time for the Great Annual Lateness Debate had come round again.

I should explain. The Pastoral Care Committee at what I will call Bradwood Park School, where I am the educational psychologist, always discusses "lateness" in the first few weeks of March. It's happened so often that I've come to the conclusion that it must be our way of signalling, obliquely and tactfully, to the rest of the staff, the end of the winter hibernation. And if hibernation ends, can exams be far away?

"I've just had the bus people on the 'phone," said the head, quietly, almost apologetically. "It seems that that special they put on to get our pupils here on time is running almost empty and they're having complaints from shoppers who can't get down to the market for nine o'clock because the five-to's full."

"Nice one", I thought. "I've not heard the head use that one before." Just like assembly, it must get very hard to tart up last year's sermon so that it smells like this morning's bread. I was just about to rehearse my set-piece contribution to this particular great debate, ("I'd like to know who *runs* education in this city, the office or the transport department?") when Frank cut in, making a pre-emptive strike to set the tone of the discussion to follow.

"Well it's obvious – " (which, being freely translated, means: "Although I haven't a shred of evidence, I think that . . .") "Well, its obvious," moaned Frank, "they just don't *care* any more. I put it all down to . . ." And the whole meeting stops its embarrassed shuffling to see, out of mild curiosity, which ending he was going to use for this particular sentence this year. In the past he's "put it down to" the ending of conscription, more working mothers, the abolition of the 11-plus and the scrapping of the trams. This year it is a combination of redundant steel-working fathers who sleep in late because they don't have to clock on for picket duty like they do when they're working, and a legacy of justified lateness caused by the poor quality of the gritting teams during the recent snow.

The more liberal-minded of us slowly move our heads from side to side, more in sorrow for Frank in his decline into senescence than in anger at his prejudices. We hope our head-movements will be understood by our allies as indicating disagreement with this year's portmanteau explanation, just as we hope Frank misinterprets the head-wagging to imply evidence of deep thought on this, his latest piece of personal prejudice. Such "wanton, feckless modern youth" explanations are not for me of the Liberal Left. They are better held by Frank and the contemporaries who served with him on the Russian Convoys. After all, being more in touch with those of the social class from which we came, we *know* that a great many children are late for school because they are taking double and treble paper rounds before coming to school, making them, in many homes, the only waged, and possibly major, bread-winner.

It was then that it hit me. Like Paul on the road to Damascus, a blinding flash appeared before my eyes. I was now wide awake – and sweating with fear. I'd no more objective evidence to support the pet prejudice that I was just about to air than Frank had for his. The only difference between the two was that mine was of the Broad Left and Frank's was of the Far Right.

Before I had had time to ponder the implications of what I was saying, I was in the debate and fighting! Here was a golden opportunity to do what few schools ever do – use their psychologist and welfare-officer in proper and useful ways instead of as "educational dust-bin men", removing the disagreeable detritus of the school from sight.

By the end of the meeting we had a campaign strategy all worked out and ready to put into action. It would have the military precision of the D-Day landings, which pleased Frank, and the academic rigour of a university research project, which pleased me. It was to be like this. Each day, immediately after morning and afternoon registration, a runner would be sent, with the speed of Mercury, to the office with a list of all those who had been late to school for that session. Upon receipt of these form lists, the educational welfare officer and I (he being newly-returned from his training course and with CQSW still gleaming) would compile them into a school list, from youngest to oldest, before selecting every *nth* pupil who would then be traced. After being assured that no greater sanctions than might have already befallen him would be applied as a result of him answering our questions honestly, we were then to administer a *Questionnaire on lateness*. The results of our researches were to be fed back to the Pastoral Care Committee.

When the time came to disclose our findings to the assembled throng, the air was electric. Who was to be proved right and leave the field of battle as victor – Frank and his cronies of the Far Right, the prophets of doom and moral degeneracy, or the bright young things of the trendy Left, the Pollyannas of the education service who see something of hope in everything.

The first major finding was that some children had a degree of justification for their lateness. They *had* been held up on paper rounds; they *had* had to get the family breakfast ready before escorting a younger sibling to the nearby primary school. And this applied across all the five years surveyed. A substantial proportion of latecomers had more to do than just get up and take themselves to school. "One-nil to the Left," quipped a loyal supporter.

The second major outcome was that, for years one to three inclusive, lateness became almost totally unknown after the Wednesday morning in the week of our survey. Whatever the justification of the lateness given in the first two-and-a-half days of our survey, the difficulties were surmountable. And it was preferable to surmount them rather than face the indignity of an inquisition by the well-meaning psychologist or welfare officer. The only children from the lower half of the school to be late in the school half of the week were three, very meek, second-year girls who had all gone to the home of one of them and, genuinely, I believe, missed the bus back to school. The *certainty* of detection, coupled with the *high probability* of interrogation, was sufficient, it seems, at least in the very short term and for the young pupils, to end late-arrival for school.

The findings were different for years four and five. Here, although promptness for school increased slightly throughout the week, there was still a sizeable "hard-core" of persistent late-comers even on Friday afternoon.

"One-all", rejoined Frank, with a wry smile.

One other finding worthy of report was the sizeable differences in the number of pupils late in the different registration groups.

"If we compile a 'League Table' for lateness of all the fourth year groups", I said, "U and 4G are streets ahead of the rest and 4B, 4M and 4P are perhaps best described as

'Discipline, sanction, punishment, detention – doesn't anyone but me ask *why* the children come late . . . I'm surprised they come at all'

'could try harder'. Given that all the registration groups in this school are of mixed ability, the explanation must surely lie with the form tutors. It looks as if Mr Jones and Miss Grant are putting their backs into this problem and doing something about lateness in their forms, whilst Mr Bennett, Mr Mason and Mrs Potter should be taken on one side for a quiet word."

I knew before my words had died that I'd committed the psychologist's equivalent of a schoolboy howler. The ill-concealed sly winks and knowing grins said it all. Not for the first time had I opened my mouth and performed a feat of great pedal dexterity.

It was *me* not the staff, that the head took on one side for a quite word. On the way down the corridor after the meeting, he caught me up. "Mr Jones and Miss Grant", he confided, "are the backbone of the staff-room bridge school. Once they've gone four no-trumps on 13 points and with a bare suit in hearts they wouldn't know if the school was on *fire* until the *second* bell. Many a time I've seen 'em leaving the staffroom after the *third* bell, and *I know* that Peter Jones once marked the register during the afternoon break. It's the Bennetts, Masons and Potters who keep this school going, not the bloody bridge school."

"God", I thought, "is nothing simple? Even lateness is not an objective classification. For one half of the staff it means 'after the second bell' and for the other half it means 'getting there after me'. I give up."

This year's Great Lateness Debate was delayed only way when I got to the meeting. "Sorry I'm late. Got held up on an urgent home visit, and the traffic these days . . . (May the good Lord forgive me. I'd just been in the library looking up an important, but non-urgent, reference for an INSET course the following week.) The annual inquiry had taken a different form this year.

And, what's more, it had already taken place, with no unsolicited interference from me. Senior staff had been posted at every entrance to the school and late-comers had been sent by them to Frank, who was in the hall taking their names. After notifying their parents, pupils were making up the time lost, minute-for-minute, at the end of afternoon

FEATURES

Russian roulette

The Soviet Union seems able to make virtually every pupil a winner in maths to O level standard Bryan Wilson finds



The first thing you learn is the extent of the gulf between the Russian and English education systems. Even in an apparently neutral subject like mathematics, no issue can be divorced from the perceived purposes of schooling. Should probability be taught in the early secondary years? Should calculus form part of a core at age 16? Should maths classes be set? Should group-work be encouraged? Should teachers' guides suggest alternative methods of presentation, or prescribe just one? To each of these five questions, the usual answer in England would be different from that in the Soviet Union. Answers to such questions are largely determined by the purposes that you and your society see in school mathematics.

The dominant characteristic of Soviet education is its uniformity. All schools follow a common core curriculum. This core comprises the total curriculum for nearly 90 per cent of pupils during the 10 years of compulsory schooling starting at the age of seven. Not for the Soviet educator the idea of a child-centred curriculum, of matching the work to the needs of individual pupils, of children working at their own pace. Such ideas are regarded as weak in conception, chaotic in application and an offence to fundamental principles of equality.

Apart from the vocational and the specialized secondary schools, which cater for about 5 per cent and 6 per cent of the 14–17 age group respectively, all the 34 million children in Soviet schools are following the same curriculum, with comparable facilities and books, and are being taught by similar teaching methods. These features of education are centrally prescribed, though administered by the separate republics.

The curriculum in its broad outline is laid down by the Council of Ministers. Detailed syllabuses are worked out within the Academy of Pedagogical Sciences of the USSR. The mathematics syllabus is unified from classes one to five. There is heavy emphasis on arithmetic. To English eyes, there is very little spatial work, and little attempt to adopt a spiral development. The attitude seems to be that it is better to wait until you can do a topic "properly", and then do it.

In classes six to eight mathematics splits into two separate courses: algebra and geometry The latter is confined to the plane. In the last two years there are again two separate courses. The first is in algebra and basic calculus, this being taken about as far as the calculus in those O level syllabuses which include it. The geometry course includes three-dimensional work (at last!), and formalizes the plane geometry of earlier years.

The effect of all this is that in the USSR roughly 95 per cent of children are taught mathematics, including calculus, to a standard comparable to O level. The obvious question is: "Do they learn it?"

I went to Moscow with 10 British mathematics educators for a nine-day seminar with a corresponding group of Soviet specialists; we had entertained them to a similar meeting in Oxford the previous year.

We spent much time and effort in trying to answer that question, in extensive discussions, through study of the texts, through school visits. One problem was that there are no public examinations to which we could refer. Assessment is largely internal, and relies to a substantial extent on oral testing – even in mathematics. Universities and other tertiary institutions set their own entrance exams; but it was in the generality of pupils, not the high-fliers, that we were most interested.

Another problem was that the compulsory school period has only recently been extended from eight years to ten, so there is not much experience of education-for-all to age 17 yet available. Such evidence as we found, however, pointed to the fact that pupils of average and below-average achievement are in fact learning more mathematics in the Soviet Union than are their peers in Britain. Probably less than 20 per cent of our 16-year-olds have met any calculus; in the United States, the percentage must be much lower. Contrast this with the Soviet figure of 95 per cent . . .

There is another side to the coin, of course. The cost in terms of pressure on both teachers and pupils to succeed is enormous, and comes from many directions. The constitution of the Soviet Union guarantees to all citizens the right to achieve acceptable standards in the key school subjects. It is easy in a country which does not even have a constitution to dismiss this as irrelevant to the realities of the classroom: in practice it provides motivation to a degree quite unimaginable for someone living within a different kind of social system.

If a child is in danger of falling behind in class, he or she is assigned a classmate to be a "friend", to offer help and encouragement. The teacher will try to give him extra attention (rather than reducing the demands on him . . .) When the child gets home, parental pressure replaces that in school. Parents themselves are subject to their own pressures; educational failure is a matter for public concern, and that concern will be expressed to them by neighbours and workmates. In the extreme, the pupils may have to repeat a school year; it seems that roughly 2 per cent of children do so at each level. There is no unemployment, but the type of work available on leaving school could also provide strong motivation to succeed.

The whole system seems designed to produce technical competence rather than imaginative unorthodoxy; teachers' guides have special sections advising teachers what to do if a pupil produces a correct but non-standard solution to a problem. Apart from the small proportion of pupils at the impressive special mathematical schools, it is difficult to see how mathematical creativity can be fostered within the system.

There are other features which, in British terms, would be seen as weaknesses. There are no calculators or micros yet in the schools. Virtually no applied mathematics is taught. In particular, there is no probability and statistics; we were told that this is because you cannot teach it to any significant level at school, and so it is not worth doing at all. There may be other reasons too. The Cockcroft report (page 140) states that its first reason for including statistical ideas in a secondary course is "to encourage a critical attitude to statistics presented by the media". That is an aim that is unlikely to appeal in Moscow.

There is very little diagnostic testing to identify individual problems; investigations in the style of the Assessment of Performance Unit are unknown. Despite the work of Krutetskii, there seems to be little interest in the psychology of learning mathematics.

The uniformity of teaching methods is ensured by compulsory annual in-service courses, during school holidays, for all mathematics teachers. The content of these courses is decided centrally, and relates closely and in detail to the prescribed textbooks and teachers' manuals. A joke current in Moscow concerns a teacher at a rural school who must somehow have slipped through the net. He had always taught his pupils that to add fractions you add the top numbers and add the bottom numbers. One day the Inspector calls, and sits through a lesson on the addition of fractions. Afterwards he calls the teacher aside . . . Next morning the teacher enter the same class. "Good morning, children. You know that we have always added fractions by adding the tops and adding the bottoms. However, new instructions have come from Moscow . . ."

Who was it said that there's many a true word spoken in jest? The tight control of every aspect of the system results, as far as we could tell, in most Soviet children knowing more maths than most British children at age 16. But is it worth the cost?

Bryan Wilson is head of the Consultancies Group, Science Technology and Education Division, the British Council. Inquiries about the reports of the seminars may be made to him at the British Council, 10 Spring Gardens, London SW1A 2BN.

Brian Harrison is a senior educational psychologist in Sheffield. Copies of his Questionnaire *on* lateness *can be obtained from him at 9 Newbould Lane, Sheffield. S10 9PJ.*

TALKBACK

Lessons of the rising sun

CHRIS MADELEY

The school day begins early, at least in my rural corner of Japan, and ends late. When I am getting up at 7.00, the first pupils are already cycling to school, though lessons don't begin until 8.30, after the teachers' meeting at 8.00.

The latter is an opportunity for all the teachers to air their views, and discuss the running of the school, with the headmaster. As the school, a junior high school, is of medium size, with 50 teachers and some 2,000 pupils, all the teachers are easily accommodated in the large staff room, where each has his or her own desk. Discussion ranges from the school timetable to road safety, as many of the pupils arrive by bicycle from surrounding villages and farms.

Then to the business of the day. I teach each of the first grade, (12 years old), and second grade forms once a week. The third grade are unfortunately occupied with higher things, as exams loom large. Forty to 45 pupils is the norm in Japan, no threat from falling rolls and redeployment here, as yet. This size seems to work, however, because, among a host of misconceptions it *is* true that Japanese people are good at doing things in groups.

The school sports festival was a good reflection of this. Among the many activities, not one focused on the individual, or individual achievement. The sight of one half a school grade pitted against the other in a massive tug-of-war is impressive.

My pupils are lively and enthusiastic, and will take individual roles when necessary. Many of them have probably never met a real *gaijin* (foreigner) before, let alone talked with one. So our work naturally concentrates on oral English, with language-teaching games and songs. Few of the Japanese teachers of English are actually able to say very much in the language they teach. There are no oral examinations in English.

School lunch is generally an interesting interlude, and provides me with an opportunity to practice my meagre Japanese on my fellow teachers. The most interesting offerings to date included boiled cuttlefish, raw fish, and quail egg soup, as well as the ubiquitous seaweed and salted plums. However, revenge was sweet when I took a piece of blue cheese into school the other week – those are two English words the teachers won't forget in a hurry!

After the four lessons of the morning, the two of the afternoon seem positively relaxed, though I do have my share of free periods. Teaching ends at 3pm, but this is by no means the end of school. The pupils then tidy the buildings and grounds. At 4pm various clubs begin, run by the teachers, or the pupils themselves. Baseball, basketball, and kendo are popular, as are music and calligraphy. It is sometimes not until 7pm that the last pupils, and teachers, are leaving.

So what is it about Japanese education that makes Japan one of the most successful countries in the modern world? It is not, as one might expect, the presence of large numbers of audio-visual aids in the classroom; we have tape recorders and overhead projectors, and only one television. It is not innovative teaching methods; most of the lessons I have seen were chalk and talk, with a heavy reliance on the textbook. It is, in my opinion, devotion to the task in hand, whatever it is, by both teachers and pupils. Pupils will organize themselves for hours of sports practice, for example, without any supervision.

If I were to single out one aspect of the school day which I would welcome in England, it is the 10-minute break between each lesson, which gives you time to gather both wits, and material. Well worth the extra hour on the school day.

Chris Madeley is teaching in a rural Japanese high school for two years as part of a special English teaching scheme funded by the Japanese Government.

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The caring curriculum

MICHAEL McMANUS

We strolled through the museum, the three of us, a teacher and two teenage boys from a maladjusted unit. The stuffed birds and animals attracted them. Were they real? Yes. Were they alive then? No. They found the nature of museum specimens difficult to grasp. I gave a rudimentary explanation but puzzlement lingered.

At last we came to a section of the museum dealing with people from other lands. There were dummies dressed as Eskimos, a Red Indian, a typical Greek, and so forth. One boy understood immediately. These people had been shot and stuffed too. The other nodded. It was all clear to them now.

This was not just another school-boy howler: both boys had committed serious assaults, one having attacked his sister with a kitchen knife. To describe them, as their records did, as having emotional problems was incomplete. Their principal difficulty was intellectual. They simply did not know that human beings have a status different from animals: they saw no fundamental difference between dead people and dead pheasants. Like observers from another world they puzzled over examples of stuffed creatures until they grasped the concept: in the circumstances a chilling use of inductive reasoning.

In such cases the foremost need is not therapy but education. It is sometimes claimed that there is a sharp distinction, even a conflict, between the intellectual aspects of education and the social or emotional. For two reasons this proposition is mistaken.

First, personal and social development into a fully civilized human being necessitates a good deal of knowledge. To know something of history, literature, religion, science and mathematics is part of what it means to be human. No one can take a full part in a society of which they are ignorant: to know something of a culture is a condition precedent to entering it.

Second, both aspects of education are inextricably mixed. All teaching has the unintended consequence of demonstrating concern and regard for the pupils' worth. In this respect, time spent correcting exercise books is no less important than the sympathetic discussion of adolescent needs. And emotions and attitudes are not soaked in through the skin: everything, as it were, goes in through the mind: even emotional therapy is an intellectual enterprise.

Knowledge, plain and simple, comes first. Without knowledge discussion is confusing and exchange of opinion futile. The knowledge required is, to use an old philosophical distinction, both knowledge by acquaintance and knowledge by description. The latter is normally covered by an enlightened spread of traditional school subjects. But essential knowledge that can only be grasped by acquaintance is often taken for granted.

For most youngsters, school is their first acquaintance with a social unit larger than their family. The relationships are less intimate, emotions are more thinly spread, the authority more uncertain. Unlike the family, the membership is replaceable, friends and teachers come and go. For those children whose



home life is characterized by misfortune and chaos, an orderly school is a vital encounter with the fundamentals of civilized life. The concept of society and the appreciation of community cannot be embraced without experience: a school which does not offer a smooth and secure routine is a school which fails its pupils. Control and discipline are sometimes justified as necessary evils which permit an education to be quickly and efficiently supplied. They need no such excuse: an orderly school is an educational experience which justifies itself.

It is foolish to allow children plenty of freedom and wait for them to naturally adopt acceptable standards of behaviour. There is nothing natural or inevitable about unselfishness or fraternal cooperation. Counselling and pastoral care are not an adequate response to the problems that arise: the point is to give children experience of order and peace, not to talk about it. Friendly chats have a minimal impact on pupils' self-esteem. The greatest compliment a school can pay its pupils is to give them good teachers: from the pupils' point of view a good teacher is one who keeps order and gets on with the teaching.

As long ago as 1941 David Wills, a pioneer in the maladjusted field, wondered whether the educational factor had been underestimated. Over the last 25 years the number of pupils in special schools has roughly trebled. The largest growth has been in ESN(M) schools where large numbers of maladjusted children are found. In the private sector, maladjusted schools have multiplied. After studying some of the best special schools and departments in the land, Wilf Brennan heavily criticized their curriculum, in a Schools Council paper. When HMI visited behavioural units they noted that the curriculum was restricted and the range of school subjects offered limited.

We have had too little understanding of the skills and strengths teachers need; too much uncertainty about educational aims; and too much muddled thinking about the nature of school knowledge. What ever the future of integrationist schemes, a large proportion of the population has been denied a share of the breadth, depth and richness of a complete education. In the enrichment of mental life, the development of personal esteem, the respect for social order and the love of one's neighbour, two things are of paramount importance: the enjoyment of security and the growth of knowledge.

Michael McManus is deputy head of Woodside Special School, Leeds.

Catch them young

RICHARD STEWART

Like a bird-watcher's dream come true, the minibus rolls down the lane towards Minsmere, ignoring the "Closed Today" sign. Jeremy Sorensen, the chief warden, is there to welcome us – could the team leave all their belongings, take one of the clipboards and a pencil, then follow him. They head off together in the direction of the Scrape hides.

Holbrook High School is again competing in the annual Bird Recognition contest, organized by the RSPB and the Suffolk Adviser for Environmental Studies. Once we won the shield – a magnificent wood-carving of a marsh harrier with prey – but entry is not automatic as only 48 Suffolk schools can be accepted annually.

The build-up begins with bird-recognition posters displayed around the school and the sudden disappearance of all bird books from the school library. The first test is identification of 50 numbered bird pictures plus a few taped birdsongs. Silence is strictly enforced though I deliberately include a few "easy ones" for beginners, while leaving the experts from the upper school to puzzle over the lesser whitethroat and black-tailed godwit.

Next, we make a tour of the lanes and footpaths surrounding our country school, my aim being to duplicate the Minsmere conditions. I walk in front and whenever I point out a bird or a distinct song it is written down.

I then pick a team of six, preferring the older children if results are close, because it will probably be their last chance and the others can come as a "reserve team" being able to visit the hides all day and, I hope, increase their knowledge ready for next year. For some this is the only school team in which they will ever win a place. Finally the great day arrives and the minibus is loaded with mountains of food and drink, enough binoculars for everyone and copies of the *Radio Times* edition featuring Minsmere, plus other booklets for swotting up.

The net result? A tremendous amount of enthusiasm and enjoyment: for some it was their first visit to Minsmere or to any nature reserve. Everyone saw many of Minsmere's rarities, including a close and breathtaking display from one of the marsh harriers. It was also learning from first-hand experience and a way of "catching them young" and nurturing the next generation of naturalists who will be even more deeply concerned to protect our countryside.

Richard Stewart is head of English, Holbrook High School.

REVIEW

The Battle for the Falklands. By Max Hastings and Simon Jenkins.
Michael Joseph £10.95. 0 7181 2228 3
Iron Britannia. By Anthony Barnett.
Allison and Busby £2.95. 0 85031 493 3.
Gotcha. The Media, The Government and the Falklands Crisis. By Robert Harris
Faber £2.95. 0 571 13052 6.
Falklands/Malvinas Whose Crisis?
Latin America Bureau £1.95. 0 906156 157.
Falklands Islands Review. Chairman The Rt Hon the Lord Franks.
HMSO £6.10.

By the beginning of February this year no fewer than 43 books had been published in Britain on the Falklands conflict, its origins, the campaign itself and the way in which it was reported and received in Britain and Argentina. There are still one or two more to come, and being responsible for one and a half of these books so far, I cannot point the finger at the guilty men. It is still difficult to gauge what the long term consequences of the war in the South Atlantic will be for the Falklanders, Britain and Argentina, but that interest in the episode is still high in Britain there can be no doubt.

In the past six months I have visited nearly two dozen schools, sixth form groups and debating societies to talk about the reporting of the campaign itself and some of the inferences to be drawn from it. The level of questioning about the crisis and how it was resolved has been astonishingly high, thoughtful and free from the mindless jingoism which informed some of the tabloid press during the campaign itself. Younger audiences have tended to focus on the rigours of the campaign itself, the behaviour of the troops and how the Argentine prisoners reacted to their plight. From all age groups I found some pretty sharp and accurate cross-examination about the role of the reporter, such as whether he is a hindrance to fighting formations and travelling with the unit going forward to battle how much his objectivity is dulled. With the older groups, sixth formers and college students, came the tougher political questioning. Nearly all focused on the role of the Prime Minister and how much it was her war, and whether the fighting itself could have been avoided with more persistent diplomacy from the outset. Nearly every gathering was perturbed about the rationale, or as they often saw it, the lack of it, over the sinking of the cruiser General Belgrano.

Most of these matters will be illuminated by the latest crop of books to be published and those commentaries published by smaller publishing houses which are now being given wider distribution. The weightiest of the new books in content and reputation is *The Battle for the Falklands* by Max Hastings and Simon Jenkins, in which the former describes the main incidents and the failures and successes of the campaign itself while the latter analyses the origins of the dispute, the diplomacy and political manoeuverings surrounding it. It is a clear well written account, one of the best written of all the Falklands books, and it is difficult to imagine that there will be anything more about the conflict than is already in this book worth putting between hard covers for some time to come. Simon Jenkins shows the substance that the Argentine claim to sovereignty had historically but underlines the failure of the British to establish any workable diplomatic relationship with the Galtieri regime from the beginning of 1982, particularly with the intelligent and shifty Foreign Minister, Dr Costa Mendez. Alexander Haig's feeble attempt to emulate the shuttle diplomacy of Dr Henry Kissinger is shown to have been worthless almost from the start and almost unbelievably chaotic. Finally he shows it was Mrs Thatcher and the navy under Admiral Leach and later Admiral Lewin and Admiral Fieldhouse that decided to despatch the task force. To that extent it was the Prime Minister's War.

Max Hastings has carried out a *tour de force* in interviewing nearly every key British commander from all three services and has put together an admirably succinct summary of the main incidents of campaign and the strengths and weaknesses of the weapons systems and tactical planning involved. At times there seems to be a little of the gift of hindsight creeping into the various comments by the military. Some of the incidents are elided particularly in the account of the battle at Goose Green for example. After scrutinizing written reports from nearly every member of the battalion, officers of 2 para in charge of the battle that day say they are still not completely sure of the sequence of events and actions throughout the fourteen hour engagement. A personal regret is that Max Hastings has left out much of the colour and warmth of his vivid despatches filed when he was in the Falklands themselves. The authors preface the book by suggesting it is a little more than instant journalism, which it certainly is, more "an interim report on Britain's war in the South Atlantic". Unfortunately at times it reads like a headmaster's end of term report on the performances of the various units and their commanders. There is a lot of hyperbole. Use of the word "superb" and notions such as "the finest troops in the world," are far from infrequent. But these are minor carpings, and while nothing can ever be said to be definitive about that weird episode in the South Atlantic, this is certainly the book to read if you want to know how it happened and what led up to it.

If Hastings and Jenkins provide the best narrative, then Anthony Barnett provides the best polemic in *Iron Britannia* which looks on the war as a mad fling of dying British imperialism, launched by Mrs Thatcher and abetted by a no less imperialist Michael Foot and a House of Commons which showed very little dissent from either. It was all the product of "Churchillism", the strange alliance of imperialism, capital and labour produced by the coalition government of the Second World War and which, the author argues, has blocked social and economic progress in Britain ever since.

The book is a piece of Marxism of the new left and the arguments that Parliament and Prime Minister were more interested in sovereignty, the repossession of territory than the liberty of the islanders are put with great skill. So too are those about nations fighting to maintain international credibility, particularly when they are coupled to the logic of modern weapons technology which means that once deployed in war the weapon has to be used or it deteriorates to the risk of malfunction. The subsidiary points are often made with a completely dotty approach where an assertion or opinion is just slapped on the page backed by an arbitrarily selected fact. Churchillism becomes suborned to Thatcherism and the whole thing is an imperialist plot in which matters as diverse as the journalists' description of the few moments of beauty on the islands in the winter (their pastoral bias), the navy, Mrs Thatcher's femininity but not feminism, the Archers, and, if he is not careful, the nationalism of Tony Benn are to blame: Marxism by the Marx Brothers.

The weakest point of his thesis is the suggestion that General Galtieri's word should have been trusted and that the Falklanders would have benefited with the promised status as citizens of a most favoured province of Argentina. Kelpers were not likely to become "disappeared ones", he suggests. However there are signs that the Argentines were prepared to remove notables from Stanley as they did with one group to Fox Bay where they were shot up when they left the house to which they were confined. General Menendez had a record of involvement in the torture, illegal detention and disappearances of the "dirty war" against the guerrillas and trade union dissidents of 1976 to 1979, and with him were men like Major Dowling who worked at the torture centre in Cordoba.

Gotcha is yet another tract about the reporting of the war and the censorship of the British press and broadcasters. It is a lively account, and particularly good on the infighting between the various information controllers and censors in the Ministry of Defence and in Downing Street. It portentously sets out to examine a conflict which the author considers in the introduction to be more important than the fighting campaign itself in its implications for the future of press and media control in Britain, that over press freedom and censorship. But the book patently fails to explain what these consequences are and it ends in the exhalation of a great deal of hot air. As a researcher on the BBC *Newsnight* programme, Robert Harris was well placed to appreciate the difficulties of reporting and transmitting news from the South Atlantic. Yet he seems to appreciate little of the physical difficulties of that peculiar assignment. He does not like the civil servants, the politicians, the military or the reporters and editors, and in conclusion he produces that hoariest of old chestnuts that truth is the first casualty of war. But he is not above the odd transposition and distortion of a fact or two himself. Press policy in the campaign *was* a mess, and once or twice, such as before Goose Green, its failure could have cost lives: Harris does not realize what lessons some of the military directors of public relations have already tried to draw from this. The army would like a system akin to that of the Israeli's military spokesman and censor, and want selected journalists to join courses at military colleges. Criticism of civilian press officers is taken to mean that in all military operations the press and television will be handled by serving officers, who will want to control news and the timing of its transmission tighter than it was in the Falklands. Perhaps the Falklands will be the last time journalists will be allowed so far forward in a British campaign to report the scene first-hand, whatever the advantages and disadvantages this implies in terms of objectivity.

One of the most useful and modest productions is the Latin America Bureau's *Falklands/Malvinas Whose Crisis?* which sets out the origins of the conflict and how Britain and Argentina came to fight over the islands. The islands' economy is described succinctly, too. Worst value for money of the Falklands publications must be the report of the Franks Committee, at £6.10 for 106 pages or about 20p a paragraph. It describes how the diplomats did not make a mistake and in a strange piece of contorted logic concludes that the British Government cannot be blamed for the Argentine junta's decision to invade the islands, almost implying that normally Admiral Anaya, Brigadier Lami Doso, and General Mario Menendez would have thought of consulting Mrs Thatcher first before they ordered their forces to stand to. The notion that this pathetically sad little conflict was a result of the failure of diplomacy scarcely seems to flit across these pages. There is little idea that attempts to negotiate the future of the islands with the Argentines, and to persuade the islanders of the increasing necessity of a new arrangement on lease-back from Argentina were less than adequate as were the defences provided in the face of increasing belligerence from successive military regimes in Buenos Aires.

In all these works it is the people for whom the whole sorry business was brought to a fight, the kelpers, that seem to come last. In his account of the campaign itself Max Hastings refers to only two islanders, one whose name is misspelt and the other misquoted. The Franks Report took evidence from only three islanders, two of the negotiators with Richard Luce at New York in February 1982 and the maverick councillor Terry Peck. The islands' economy was creaky before the battles and now it seems little better with the "Fortress Falklands" policy. The Falklands population has been getting older and labour increasingly short in Stanley and the settlements and farms for decades now. The recapture and garrisoning of the islands by British forces looks like costing about £2 billion over the next three to four years. Development funds for the islands have been voted worth £31 million, but the crucial proposal of the Shackleton Report, reform of land tenure, is likely to cost £60 million at least to buy up and redistribute property of absentee landlords, let alone what any pasture improvement might cost. Few governments in Britain could contemplate such expenditure for long. And many of the farmers would like to see some of the old air and sea links restored to Patagonia, their only access to South America. If they are not there is a good chance that within a generation there could be hardly any civilian population on the Falklands to defend at all.

Fox: "cannot point the finger"



Harris: "yet another tract"



Robert Fox, who covered the bloodiest parts of the Falklands war for the BBC, now reports on the questions which children ask and on some of the publications claiming to provide the answers

The role of the reporter





Jenkins and (right) Hastings: "the best narrative"

ARTS

Challenging the system

Good Enough for Your Child?
Panorama. NNC 1

Dr Johnson, alive today, might have said that television dealing with education is like a dog walking on its hind legs. "It is not done well, but you are surprised to find it's done at all." For a radio addict like me the attempt by Panorama to put secondary schools in the dock and call David Young and Sir Keith Joseph as witnesses for the prosecution only emphasized the superiority of Mary Goldring's *Analysis* programme on Radio 4. Two faults stood out in the programme *Good Enough for Your Child?* First how those cameras do jump around. The programme seemed to consist of a long series of short sharp shots strung out over 50 minutes. But this is not the way to deal with the subject which required analysis and deep investigation. Secondly this programme, after a promising start, seemed to change direction. It began by showing how the present exam system in secondary schools is expensive, educationally deleterious and needs to be radically revised. But they must suddenly have realized that the whole problem and possible solutions would not be visually exciting so they went across the channel to where David Young of the MSC got his inspiration for a 14 plus watershed for all those unfortunate enough to be attending state schools. The French écoles de travail and lycées d'enseignement professionnel did at least provide the Panaroma team with some nice photographs and a free trip to Paris.

The programme surely set out to be useful and the BBC is to be congratulated for trying to show the dilemma facing any comprehensive school where the pure milk of the comprehensive philosophy is being conscientiously served up. It was not difficult to show that all too often the milk turned sour, especially in the mouths of bunkers off. But the programme ended up by being a somewhat blatant advertisement not so much for present but for future Conservative policies. True they did have a shot of Neil Kinnock making a speech about the evils of a divisive system but as he was making the speech at a school prize day the edge was blunted.

The school chosen to illustrate the teachers' dilemma was Cavendish at Hemel Hempstead where George Walker (not unknown to *TES* readers) was able to show the baneful effects of the present system which condemns half the school population to what they considered failure ie being put into a CSE class at 14 thus causing anguish among parents and teachers. David Hargreaves was briefly interviewed showing his sympathy for the unacademic struggling with the hated experience in school and Henry Mackintosh (another familiar contributor to *The TES*) made a few vague observations but he was not allowed to put forward the interesting ideas he recently exposed in *The TES* for an alternative to the 16 plus. He was in effect upstaged by David Young whose remarkably self satisfied presence dominated the programme for about ten minutes.

He explained how he had been impressed by the privately run ORT schemes for training technicians in France and by the French state system of extracting under achievers from the *collèges* at 14 and putting them into the LEP's. The man from the French ministry of education was obviously unhappy with this system, explaining that it perpetuated class division while the boys interviewed (note no girls to be seen) in the LEP were all disappointed at their demotion. In contrast the young men in the ORT school were confident and cheerful. We were not however told that the ORT boys, being fee payers, are selected by the staff while the LEP boys are "guided" there by their teachers in the *collèges*.

We saw David Young visiting Top Shop in Coventry where Bob Aitken expressed himself pleased with Coventry being the Manchester of the twentieth century (what Coventry does today. . .). And then came Sir Keith. Readers of *The TES* will have read the interview last week he gave to the producer Richard Lindley. It was interesting however to see Sir Keith's trick of pretending not to understand and then suddenly putting his questioner in the position of not understanding him. He made much of the pilot projects, which he admitted had been dreamed up by his friend David Young and the third member of the trinity Mrs T, by which a selected number of 14-years-olds would be taken from school and put into technical courses for two years.

This of course, like the whole programme, raised more questions than it answered. No mention was made of children in the independant sector. No mention made of the effect of an exam at 17 plus on the exams at 16 plus. No mention was made on the English side of the school system devised for a two nation state. It would have been good for once to hear Sir Keith speaking approvingly or at least with some understanding of teachers in the state system but he obviously couldn't bring himself to do so. As a programme it was a brave effort, it might even warrant a grade one pass in CSE. But as the children at Cavendish School insisted in a long sequence, this isn't worth much to today's world.

Harry Rée

Greek with tears

The Cambridge Greek Play: 'The Women of Trachis'. By Sophocles

"No one, of course, could expect or require a Greek play to excite a modern audience" wrote *The Times* before the first Cambridge production a hundred years ago. This production sometimes got near to doing so. There were moments when Sophocles' words were spoken so effectively that their power was deeply moving. The Nurse's announcement of Deianira's death was the high point of the play in this respect. Georgia Clarke in this relatively minor part conveyed the impression that she was speaking a language native to her. She and Clive Galliver, the Messenger, had the flexibility of intonation which carries conviction and dispels the timbre of artificiality which acting in a foreign language produces. Enormous care had been lavished on the diction and rhythmical delivery of the Greek. The cast spoke with authority and expression but as in the case of Angela Hobbs' Deianira, their vocal range was too narrowly pitched to produce emotional variety and intensity.

One was conscious of a lack of emotional variety and force in the production as a whole and here the Chorus and music should make a valid contribution. Mervyn Cooke's music was rhythmically useful to the spoken odes, though at times it drowned the words. The overture aroused little feeling other than impatience for the play to begin; it had a vagueness of intent that was unsettling.

The handling of the Chorus is a perennial problem for the director and it was disappointing that David Raeburn did not use it to better effect. Part of the trouble was that the set, with its many levels, while giving the actors' movements more scope and interest, cramped the Chorus during the choral odes and forced them to clutter the stage most inelegantly during the actors' scenes. If any attempt at choreography had been made, it was singularly unimaginative and the wooden expressions of the Chorus' faces during the set speeches gave little clue that they understood what was being said any more than some of the audience. This was a difficulty shared by many of the actors who might have found comfort in the refuge of a tragic mask.

This lack of effective movement bedevilled the production. The set certainly provided scope for interesting entrances and groupings, but it takes a skilled actor to make a long entrace which leads up to a speech of passionate reproach. Hyllus looked somewhat dejected as he moved on to the stage but when he reached his position, his outburst of angry sorrow surprised the audience as much as Deianira.

It was in details such as these that the production was annoyingly amateurish. The entrance arch looked flimsy and cast bad shadows. Surely some effort could have been expended on the Chorus' costumes? White is not a neutral colour under stage lighting; it focuses attention on badly stitched seams, elastic round the middle of fabric which doesn't drape properly.

Perhaps because it was Cambridge, centennial, Greek and directed by David Raeburn, I expected too much.

Pam Michell

Irish judgments

Ireland: The Silent Voices
C4. Monday, March 7. 11.00 pm.

This is the first of four programmes to be shown on Channel 4's *The Eleventh Hour* and, in case anyone should assume that it is not worth waiting up to sit through another 80 minutes on Northern Ireland, I must say at once that its purpose is not to examine the issues in the conflict, but the way in which we perceive these issues and the information on which we base our judgments on them. In that sense, it raises questions about television and the reporting of news that go well beyond the one area under consideration.

However, the area is Northern Ireland and some aspects of television coverage are peculiar to the conflict which has been going on there, in its current stage, for the past 15 years. Documentaries have been made to trace the origins of the troubles and analyse the political issues. Some have been shown, some subjected to censorship (or self-censorship by the television companies), but I have yet to see a newspaper apply to this the cliché of "the forgotten war". Yet when, week after week, the media relay their grim tally of "sectarian" killings, pub bombings and murders of "members of the security forces", their audience outside Ireland might be forgiven for wondering what it is about the Irish, who in most respects seem to inhabit an environment so like that elsewhere in Britain, that prevents them from living in peace with each other.

The surface of familiarity is one of the problems. Abroad, reporting on the conflict may be less regular, but it can be seen in the context of external politics, rather than part of a home news that also includes domestic crime and football hooliganism. It is a simplification to see this as just a colonial question, similar to that which faced the French in Algeria, but it is a view propagated not only by the Ken Livingstones of French, Italian or German television whose viewers, as the first part of *The Silent Voices* suggests, both hear more of the Republican case than those of the BBC or ITN, and have a political perspective on what is often perceived here as simply a matter of law and order or religious fanaticism.

Of course, an Italian television reporter does not have to search his conscience to know whether he is "giving propaganda to terrorists" as well as "showing both sides of the question", since the opinions of his viewers will have no direct influence on events. The film tries to maintain a balanced view of the problems facing British television in this respect and to show that the Loyalists also feel their case and attitudes are caricatured by the media. But inevitably, since it is concerned with the way in which the media have tended to de-politicize events in Northern Ireland, it emphasizes above all the reduction of the Republican side to the perpetrator of irrational, gratuitous violence.

The violence in Northern Ireland is abhorrent, perhaps needless and counter-productive, but not gratuitous, and no political solution is likely to emerge from the belief that it is. The Television Cooperative, which produced this film and the three to be shown on successive Mondays on Channel 4, challenges us, as members of a democratic society, to take our politics seriously, to question the assumptions and simplifications we are fed, from whatever side, and at least try to understand events in some other context than that of the bloody Irish killing each other again.

Robin Buss

To mark the 50th anniversary of the foundation of the Courtauld Institute of Art, an exhibition of 126 drawings and watercolours from five of the major collections held at the Courtauld is on show in room 49 of the British Museum until April 24. The title, *Mategna to Cézanne*, suggests the range of material represented.

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Guilt edged

The theme of guilt in twentieth-century German literature provides many a meaty discussion for A level classes: *Zeit der Schuldlosen* by Siegfried Lenz is one such work. Der Jüngste Tag (The Day of Judgment), by Odön von Horváth, a surprisingly little-known author, also belongs to the genre of drama, and was performed at Westminster School on February 24 and 25.

The play is set in the pre-Hitlerian thirties and consists of seven tableaux. Around an apparently simple event – station master Hudetz is kissed by the publican's daughter, Anna, to tease his wife and forgets to alter the signal, thus causing a train crash in which 18 people die – Horváth weaves an intricate web of lies and guilt which involves more members of the community than at first seems likely. Anna perjures herself to protect Hudetz but is later so overcome with remorse that Hudetz silences her by murder. A surreal element is introduced when Hudetz, on the run from the law, encounters the ghosts of the train-driver and track-walker who died in the crash. In the name of divine justice, they urge him to throw himself under a train, but Anna's ghost also appears and dissuades him from this plan. Finally, he submits to terrestrial justice as the only solution to his predicament.

The various conflicting points of view proffered by the characters, and their occasional ironic claims to a monopoly of the truth, demonstrate the complex nature of guilt. As Anna says: "He forgot the signal because I kissed him, but I would not have kissed him if he had ever loved his wife", attaching a portion of blame to the jealous, nagging Frau Hudetz. The latter does not consider herself in any way responsible for the train crash, but is assured by her brother that it's all connected. So the human disposition to err appears collectively responsible for such tragic events.

Performed with great gusto and understanding by Westminster's German sixth-form, the play was strikingly dramatic and absorbing. Despite the necessarily rudimentary nature of the props and scenery in a school production, and some understandable confusion in the placing of umlauts, the audience's interest was captured throughout and the cast's German laudably fluent. Imaginative direction from Ian Huish, head of the German department at the school, helped to enhance the humorous moments in the drama, and raised many a laugh from the audience.

Caroline Mendham

The whole truth?

"Official truth: the atom bomb was dropped to end the war. Unofficial truth: it was an experiment." This was John Pilger's (questionable) verdict on Hiroshima in Monday's The Truth Game (Central ITV) which sought to argue that right from the start, Western nuclear defence has been clouded by official deceit and misrepresentation.

Much of the programme was effective. Contemporary official statements about the effects of the first atomic bombs were contradicted by distressing film of Japanese victims. The pro-cruise brochures dropped through the letter-boxes of Newbury were metaphorically torn to shreds by Dan Smith and Joan Ruddock. And, in the best clip of all, Caspar Weinberger struggled to explain some remarks President Reagan had made when attempting to be "helpful" to mid-West newspaper editors.

It is no fault of Pilger's if the IBA's decision to postpone this film until a balancing programme could be made (by Max Hastings, to be shown in April) has made some of this material, collected over two years, seem more commonplace than it would have done last November before media coverage of the peace issue increased so markedly.

But though it was Pilger's own official truth that he was dealing with the *presentation* of nuclear defence, the unofficial truth was that he was concerned mainly to imply that the US is planning for a limited nuclear war in Europe. This allegation should have been made the explicit subject of the film, and investigated in more dispassionate manner than is Pilger's trademark. That would really have put the IBA in a quandary.

Martin Ceadel

THEATRES

ROYAL SHAKESPEARE COMPANY BARBICAN THEATRE 628 8795 cc 638 8891 24hr Info 628 2295. School Parties £5 in advance for mid-week matinees. Henry IV Pt I & II – ends 16 March. Poppy (Musical of the Year 1982) book & lyrics by Peter Nichols, music by Monty Norman – ends 19 March. New Season opens 1 April – The Taming of The Shrew and The Roaring Girl by Middleton & Dekker.
One Year On – RSC's Barbican Festival to 16 March – special events for primary/secondary schoolchildren. New Season opens 6 April – Antony & Cleopatra and The Body by Nick Darke.

ARTS

Playing court

Heather Neill at rehearsals of the National Theatre's 'Lorenzaccio'

Ten-thirty on a misty February morning just before the Bermondsey byelection. On the Olivier stage at the National Theatre a young man sprawls naked and talks of politics and honour with a serious young woman who has apparently just become his mistress. He is Alessandro de Medici, Duke of Florence, she Ricciarda Cibo, a republican sympathizer. Behind them loom vast advertisements for Coca Cola and Wrigley's Spearmint. The second act of de Musset's *Lorenzaccio*, newly translated by John Fowles and directed by Michael Bogdanov, is being rehearsed on the *Guys and Dolls* set.

Incongruity is normal, of course, on such occasions. Someone shouts "Lights" when they're on already; people in jeans sing a pastiche Renaissance coronation mass, if not yet with gusto, at least with solemnity. After the run-through, the staff director, Alan Cohen, says a little dismissively that the whole thing will be 15 minutes shorter when the pace is right, but already there are some impressive moments. The climax of the play, the murder of Alessandro (Clive Arrindell) by Lorenzo (Greg Hicks) is handled (albeit on a squeaky substitute bed) with panache. Greg Hicks takes a breath like an athlete and hurls himself at his enemy brandishing a stiletto. The struggle, both balletic and realistic, lasts some minutes. Alessandro lies dead, murdered by his seeming friend and a ruffian-accomplice. Lorenzo, having rid Florence of a tyrant, expresses relief and joy. The scene over, Alessandro gets up and wanders backstage with the ruffian, the combatants enquiring pleasantly about each other's welfare.

As the play continues, Lorenzo's action is seen to be pointless. He cannot rally the opposition, led by the venerable Filippo Strozzi (Michael Bryant) and, a price on his head, is murdered by the ungrateful mob. Another Medici is hurriedly crowned amidst the splendour of church and state – and the threat of further violence.

The reference to Bermondsey is no accident. Both John Fowles and Michael Bogdanov consider this play to be as relevant to modern British politics as it was to the situation in de Musset's France in the 1830s. Post-revolutionary France saw a reactionary period under Charles X and Louis-Philippe who kept order by police state methods not unlike those of the German garrison in the play. Contemporary relevance lies in the disintegration of the Left. Michael Bogdanov makes no bones about likening Mrs. Thatcher to a tyrant and Michael Foot to the ineffectual, well-meaning Strozzi.

Mr Bogdanov chose this play, with an unfailing eye for political significance, from the National Theatre's "translation bank". John Fowles had been invited to provide a version of the original in 1977 and, for various reasons, it had not seen the light of day since. Mr Fowles, modest despite his popular and critical success as a novelist, says benignly that the "bank" method might drive some writers mad but he understands the necessity for it. Over tea in the canteen, while the tannoy booms a summons to Julia Mackenzie to prepare for her entrance, he affirms his admiration for *Lorenzaccio*, written when de Musset was 23. A Romantic, influenced by Shakespeare, especially *Hamlet*, de Musset drew on a manuscript written by his mistress George Sand and presented to him by her in 1833. His version was not a play in the proper sense and was not intended for performance but belonged to a genre described as "Armchair theatre" and likened by John Fowles to a modern filmscript. It has never been performed in its entirety, even in France, and was not performed at all for 60 years, until Sarah Bernhardt commissioned a condensed version in 1896 and took the title role herself, thus setting a fashion for female Lorenzos which may have solved, for some, the problem of his sexual ambivalence.

The task for the modern translator is immense: he must provide actors with a text they can play without altogether losing the flavour of the original (which, to use Michael Bogdanov's words, is "extravagant, wild and melodramatic" in the Romantic French manner); he must cut and adapt the text to make it a play at all. John Fowles thinks the struggle is worthwhile: it may, he says, "seem naive compared with Brecht or David Hare, but it is the most interesting political play of the nineteenth century"; dealing as it does with fundamental questions about whether violence can ever be justified and about the corruption of the assassin who so successfully plays the role of the tyrant's lackey.

John Fowles has clearly enjoyed working with Michael Bogdanov whom he describes as "unflappable – and very inventive". The latter, for his part, "did the play for A level" an experience less enjoyable than working on the new version, before going on to read French and German at University. Director and translator each acknowledge the excellence of the other's French.



Clive Arrindell (Alessandro de Medici), top, with Greg Hicks (Lorenzo)

The psychological study of Lorenco himself, an unstable young man, about the same age as de Musset and to some extent a self-portrait of the author, is reminiscent of *Hamlet*. Like Hamlet, he has a purpose but for a time lacks the necessary impetus to carry it out. He is regarded as mad by some; he certainly plays a part and it is not always clear where the "player" courtier begins and the character he would wish to acknowledge ends. He is bitter, melancholy, introspective, egotistical.

But the detailed character analysis has been done by now for the purposes of this particular production. In Rehearsal Room One, somewhere in the bowels of the NT building, a dissolute straggle of guests repeatedly leaves a party. The timing is difficult and there is only a week to the first preview.

The first review of *Lorenzaccio* is this evening. Press night is March 15. Michael Bogdanov's programme about *Hamlet* in the Channel Four series, *Shakespeare Lives*, will be broadcast on March 16.

Literary competition

Competition No 36. Report by Charybdis

"After the deposition of William V in 2026, she became governess of the Commonwealth by public acclaim, and moved its capital from Westminster to Darwin." Thus Bill Greenwell, recording the career of one Malvina Sessa-Brodie; and, indeed, several of your entries from a century-distant volume of the DNB foreshadowed the Fall of the House of Windsor. Striking ecclesiastical events were also presaged; and I liked the idea of Hazel Stanley's Pope Femina II, who, in "2041 succeeded to the Papacy in the first electronic 'Omnifidelium' consistory of the Universal Church". If there was a single literary influence detectable in your entries, it was undoubtedly Douglas Adams' *A Hitch-Hiker's Guide to the Galaxy*, several of you imitating with considerable success his delicious blend of earthly banality and galactic enormity.

Judging was, as ever, difficult and to reduce my short list I was obliged to deduct points from those entries whose authors failed to remember that the DNB deals only with the dead. Other entries fell at the last fence by being set out simply as a list of dates and events rather than as a piece of connected prose. General congratulations on yet another sparkling batch of entries and particular commendations to those quoted above and to Ellis Delmonte, J Beales, Richard Parlour, M J Smith, Alan Proud, Jan Rut-Brown, N J Warburton and a competitor from Cullompton, Devon who forgot to include his/her name. £8.00 to each entry printed.

Diana Fitton discovered the phenomenon of optigravure in 2001 while a student at Hornsey College of Art. Her intense study of a Rubens painting in the National Gallery caused scorch marks to the canvas. Arrested and charged with criminal damage, she was acquitted after a lengthy trial at which the eminent psychophysicist, Dr Spender, demonstrated that Fitton's intense concentration, when focused through her optic nerves, produced immense heat, similar to the old-fashioned laser common in the last century.

In 2009 the Fitton Academy of Optigravure was opened to promote the artistic potential of the process. Fitton's greatest work is considered to be the 1,000 square metre marble relief in the Milton Keynes Christo-Muslim Cathedral.

Though optigravure is now practised by millions, Fitton was unique in being able to etch two subjects simultaneously using one eye for each.

V Ernest Cox

Sir Margaret Fanshawe-Hawkins-Hunk was a scientist of many parts. She had a hand (Fanshawe's) in developing wave power, while "her" undaunted heart, having sustained Hawkins in his sub-Atlantic city, beat the problems of under-sea blues after his tragic accident. Meanwhile Hunk, to whom she owed her outstanding physique, won an Olympic "gold" in the uphill bob-rocket plus the record for ski-rocketting up Everest. Fortunately, just as her health again failed, she was computer-matched with Hunk, who – mentally outgunned – capitulated. Following the brain-transplant there was dispute about her sex, but her using names of all her parts was given royal approval when (after inventing the salt water fission device which ended under-sea colonization) she was Queened for services to science *and* sport. As Hunk's body aged she tried to transfer to a rowing blue, but sadly was rejected, and is now in Harrods' Suspended Animation Store.

E J Elwin

Tinks, Brucekent (1983–2054); political agriculturist. Born at Greenham Common of absentee parents, April 1. Educated at School No. 771, which he represented at the hanging of Archterrorist Thatcher. Peace Scholarship to study Principles of Soviet Agriculture at St Andropov's, Oxford. Licensed to marry Fiona Stoat, with the option of one (female) child after five years' satisfactory service. Daughter subsequently posted to a Grade A Children's Home (Free Range). Although seriously wounded by G Silage, criminal gangster-boss of the so-called Farmers's Union, he completed the first Seven Year Plan as per schedule, and volunteers from fraternal overseas organizations were soon working the vacated farms. Honoured by rank of General of the Red Army. Daughter charged with anti-state crocheting offences; Tinks appointed to the exciting new post of chicken-sexer, Yakutsk. He died before news of his rehabilitation reached him.

Michael Bist

String, Erin Maeve (1983–2061) extra-terrestrial social reformer; daughter of Fred String of Romford (qv); lived with 97/B/39/27/X2 of Jupiter; supported development of movement for Jovian women's higher education; settling in the Red Spot (2021), established homes for fallen clones on Venus, whose cause she fought as President of the Interplanetary Association for Research into Veneral Disease (2024–2040); caused reform of law affecting "green slave traffic" on Mars; compiled numerous computer discs including "Personal Reminiscences of the Condition of the Neptunian Woman" (2051), and "Life of St Germaine of Earth" (2057). Enthusiastic collector of antique brassières. Disintegrated by Galactic SPG in error April 1 2061.

David Toley

Competition No 37 Set by Scylla
We should like an excerpt please from: *The Loneliness of the Long-Distance Runner* by either Thomas Hardy or Charles Dickens; or *The Mayor of Casterbridge* or *Great Expectations* by Alan Sillitoe. Limit 140 words. Closing date March 16.

To commemorate the 21st anniversary of the East coast floods in 1952 that devastated Canvey Island among other places, pupils in the island's schools have cooperated to bring together the exhibition Canvey in Focus, 1952–83 which is on display, until March 8, in the foyer of County Hall Chelmsford.

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THOROUGHLY MODERN WILLY
Is Shakespeare dull, rambling and unintelligible to the modern audience?
Michael Bogdanov thinks not, and has been illustrating his ideas in the current Channel Four series SHAKESPEARE LIVES! on Wednesdays at 6.30.
"A bundle of laughs and not a little exciting . . . come back next week if you missed last night's, for the battle has not been won yet" *(THE GUARDIAN, Peter Fiddick)*
"They're not only for people who are frightened of Shakespeare, they are for me, certainly" *(Professor John Carey, BBC Radio)*
"I suspect I will be watching as many as I can." *(Michael Billington, BBC Radio)*
To extend the discussion, Channel Four has published three booklets packed with "tripwires" or "connections" made between Shakespeare's plays and the modern world. They are written by Michael Bogdanov with Joss Buckley and introduced by Professor John Russell Brown.
Each booklet is based upon two plays –
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BOOKS





One of the more exhilarating aspects of African sartorial customs to hit Britain during the past few years has been the rich variety of hairstyles. Above, "Bubbled Sunnas" and "Snake" designs, from Esi Sagay's African *Hairstyles* (Heinemann £4.50), with historical and how-to-do-it information

Say it clearly!

Race, Class and Education. Edited by Len Barton and Stephen Walker. Croom Helm £13.95 and £6.95.

Some might find the title of this uneven collection of papers, deriving from a Sociology of Education Conference held at Westhill College in 1982, a little ambitious. They would be right, valuable though some of the papers are in themselves.

The stated purpose of the book is straightforward. The aim is to place race relations in their social and historical context; perceived as a process of dominance, resistance and collective struggle. To this end, the papers are grouped into two sections. The first group deals with the way social and educational processes affect minority groups and groups acting in association with them. The second group deals with how we are to "develop a basis and a strategy of resistance" when we have escaped from our conditioning.

That seems a reasonable enough prospectus; but it must be said at the outset that some of the contributors lapse into such impenetrable obscurity that the ordinary reader has no means of judging whether they are talking sense or not. This is a familiar criticism of sociological writing. Yet it remains disturbing that, even in the first "major theoretical paper", a succession of phrases such as: "the discourse follows liberalism also in its participatory extensions", which ought to have been reducible to something from which meaning can be extracted, have been left lying about in the reader's path. If sociologists of education have something important to say, as many have, it is more important than some seem to realize that they should say it clearly.

To return to the book itself: on the conditioning theme, Bruce Carrington's paper on sport as a side-track poses some interesting questions. Such research evidence as there is indicates that young people of West Indian origin tend to have higher aspirations than their peers. Is a "career in sports option" or access to school teams "utilizing extra-curricular sports involvement as a mechanism of social control" – a means whereby "teachers have inadvertently reinforced West Indian academic failure"? There seems to be some inadvertent stereotyping here. Why is it assumed that a person can either be good at games or with books? The evidence is to the contrary. People who are encouraged to be good at one are likely to be good at the other, from ancient Greece to present-day Brixton.

Sally Tomlinson's paper on black women in higher education would be well-worth following up; perhaps particularly the point made about tokenism. It is fashionable to be disparaging, though the author is not, about a token presence of black people entering areas of society from which they have previously been excluded. But today's token is tomorrow's head of a personnel department or bank manager. While we live in a world of ladders instead of bridges, there are two ways on to the bottom rung: to be pushed from beneath or to be pulled from above. There is not much to choose between the two if one is drowning. In ten or so years' time it may be a different story.

The second part of the book begins with a paper dotted with urgent underlinings. It is full of unmemorable redefinitions which make its intended meaning inaccessible to this reader at least. What appears to be being elaborated upon is the nature of a middle way between revolutionary change and tacit support of existing structures. Be that as it may, from this point on, the papers improve in clarity. Mullard's discussion of what he describes as a racial code, which determines class-race and race-class relations, is an intriguing one. The air is full of criticism about what the people working in race relations are doing. In this paper and elsewhere Mullard is moving thoughtfully, though in ways that I myself cannot always accept, into a vacuum which one day must be filled by a better analysis than we yet have of how the right changes are to be brought about in the right way, by and for the right people.

Finally, after Mary Fuller's discussion of deviance within the school system and its relation to beyond-school protest against the surrounding social order, we come to what I see as a model of its kind: a crystal clear analysis of racial disadvantage in youth labour markets by Ken Roberts, Jill Duggan and Maria Noble. The paper ends by making three points to which my summary cannot do justice. First. "that young blacks will not acquiesce if offered equal opportunities with their white neighbour". Who wants to be equally neglected? Second, that "positive action" could prove inflammatory in a stagnant economy. Who will concede to blacks a larger share of their declining loaf? Lastly, perhaps the most important point of all: it was once thought possible that blacks would be allowed to participate equally in this society, but "is this even an option any longer?" The authors add "many young blacks are no longer seeking assimilation or submersion into what they regard as an alien society. They are joining their own community organizations and political involvements". That is right. The way ahead is clear. Those movements must and will grow and develop. The debate now is between those who believe they can be helped from the outside and those who do not.

I would encourage anyone at least to read this last paper for what it has to say and for the lucidity with which it says it.

Peter Newsam

Sf comes in from the cold

The Entropy Exhibition: Michael Moorcock and the British 'New Wave' in Science Fiction. By Colin Greenland. Routledge & Kegon Paul £11.95. 0 7100 9310 1

New Worlds, complains an editorial in *Interzone*, its 1980s equivalent, has already slipped into an almost mythic position in science fiction history, celebrated beyond its real merits as a nexus of all that was new and exciting in its time. Moorcock took up its editorship in 1964, and unquestionably effected a transformation that regenerated science fiction well into the 1970s, and which still sporadically resonates today. Colin Greenland, another editor of *Interzone*, here examines the specific nature of that transformation, viewing *NW* as a "singular literary phenomenon" closely tied to its heady decade, but refusing for the most part of jump on the more bizarre bandwagons then rolling, reacting against both the stifling conventions of the genre and the massive optimism of the counterculture.

Moorcock encouraged his contributors to treat science fiction as art, a means to "articulate some of the elusive, often ambiguous ideas and problems of modernity", in specific opposition to the enemy, the established American magazines which fed an always eager market with stories which stressed the *science* and left the *fiction* to look after itself. *NW* chose instead to foreground it; inevitably, what was once revolutionary no longer seems so, and the breaking of taboos on sex, the insistence on "inner space" as valid science fiction territory, and the dominant theme of entropy, have become so integrated in both science fiction and mainstream fiction as to seem in themselves conventional, while much of the vaunted stylistic innovation, as is the way of "experimental" prose, seems all but unreadable now. Nevertheless, the magazine was instrumental in bringing science fiction "back into the arena of contemporary fiction", and in freeing its writers from limiting constraints.

'The establishment of these freedoms stands to its credit, and alongside that which has not worn well there is much of genuine quality. Greenland permits its most notable contributors, Brian Aldiss, J G Ballard and Moorcock himself, to carry the standard, analyzing their work in illuminating fashion, and allocates to others like Thomas Disch, John Sladek and Norman Spinrad, who went on to maintain their momentum, and Pamela Zoline, who lapsed into silence after writing what may be the quintessential *NW* story, "The Heat Death of the Universe" (1967). Moorcock also published William Burroughs for the first time in this country, and Colin Greenland extends the argument to include the influence exerted on American science fiction and on mainstream fiction by the ripples of this New Wave.

He demonstrates the necessity of encouraging science fiction as *literature*, but if the shelf containing this particular category is not overcrowded, nor currently being filled, the range of good *criticism* of the genre is even briefer, and *The Entropy Exhibition* unquestionably takes its place in that select company. In his estimation of both its strengths and weaknesses of *NW* and the writing it engendered, he underlines the nature of the task facing *Interzone* and any other parties interested in pushing a genre peculiarly resistant to change into new areas of achievement.

K G Mathieson

Family splits

When Parents Separate (The Children's Legal Centre, £2) speaks directly to children themselves in the form of answers to all the questions which arise when families split up. It gives excellent explanations of legal terms and is an admirable guide for any adults who may be able to help, as well as for the young people themselves.

Jessica Saraga

The gulf between home and school in this country is notoriously wide, despite ideas of community schooling. Daphne Johnson and Elizabeth Ransom's study of parents' views on the secondary school and their own role in relation to it (**Family and School**, Croom Helm, £12.50 0 7099 2236 1) shows that many parents expect more contact than they get, and find the common practice of focusing on parents' evenings restricting and sometimes inexplicable. Social events do not often provide the answer, but home visits, individually negotiated, where it's not the teacher who's on home ground, could perhaps be valuable. Two handbooks from New Zealand (**Working Together**, by Helen Shaw and David Matthews, Lifeskills Associates No 1 £2.95 + 30p, No 2 £4.95 + 45p. Ashling, Back Church Lane, Ader, Leeds 16) indicate how parents and teachers can share concerns and resources. The authors wrote the first handbook, "for Parents of Teenagers", for parents of their own pupils, whose views they took as a starting point. They emphasize the importance of communiction within families, and successfully find a helpful but not didactic tone. No 2 is a "Handbook for Leaders working with Parent Groups", which suggests a variety of exercises and activities which might be employed in parents' workshops.

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BOOKS

Dear diary

The Diary of Samuel Pepys. Vol X Companion; Vol XI Index, Edited by Robert Latham and William Matthews. Bell & Hyman £19.50 each. 0 7135 1993 2 and 0 7135 1994 0.

Surprised, stern, a trifle overbearing, the full-fleshed visage of Samuel Pepys stares at the intrusive reader from the dust-jackets of the nine modern volumes that house his Diary. This masterly transcription of the shorthand original, edited by Messrs Latham and Matthews between 1970 and 1976 would surely have satisfied even his scrupulous temperament; and now, true to the promise made at the start of the project, Mr Latham offers us a final large conspectus of the detail and the significance of this famous account of one man's work and pleasures during the 1660s.

The first of these two new volumes – which are integral to the set, and not mere supplements – is styled a *Companion*. It is, in effect, a gigantic series of super-footnotes which either summarize information and references given patchily in lesser footnotes throughout the nine volumes, or expand mightily upon certain key themes. Thus, on the one hand, there are many short entries devoted to biographical or topographical notes (little-fingernail sketches of wights like "young Kilgrew", court spark and most notorious liar; or glimpses of places like the semi-rural village of Marylebone, Marrowbone to the diarist, in the fields north of Oxford Street).

On the other hand, there are some 50 articles of much greater extent, which set up a background vital to the general reader's full understanding of the Diary. Here will be found essays on special subjects like "The Admiralty" which were the core of Pepys's business life; and along with these there are accounts of the life of the period: food and drink, say, or a gazeteer of London taverns – and literary and artistic affairs (a fascinating article by Richard Luckett on the language of the Diary, material on Pepys's interest in books and music and plays, where Dr Luckett also figures). These articles are accompanied by systematic documentary references and there is also a "large glossary", distinct from the Select Glossaries found in previous volumes, plus various maps and genealogical and chronological tables. It should be noted though, that much of this descriptive material is closely focused on the Diary period (1660–1669) and that later events, like the diversification of Pepys's library, are excluded.

The second new volume, which will have inordinate value for journalists, reference-hunters and eager quoters, is the *Index*. Compiled jointly by Mr and Mrs Latham it is a tremendous feat of close reading which actually forms something of a Companion in its own right. (Tiresomely though it doesn't include references to the actual *Companion* so that one can find oneself dodging about, sometimes fruitlessly, between the nine volumes and the tenth.) People and subjects are often given brief descriptions, and the weightier entries have been analysed in classic style – indeed, it would be pleasantly ironic if the volume could gain the Library Association's Wheatley Medal for indexing, since Henry Wheatley made a rather ill-judged effort to edit the Diary in the 1890s.

The production of these two new volumes follows grandly the style of the earlier ones, and the publisher must be congratulated for preserving, over more than ten years of declining standards, a remarkably consistent quality in the set's paper and its fine buckram binding. Since Volume IX came out in 1976 however, the firm of Bell, which saw the Diary through the press has changed hands and has now become Bell & Hyman. Robin Hyman, the new proprietor, has heroically allowed uniformity to prevail on the jackets of the new volumes and has



printed simply "Bell" at the foot of the spine, to line with the previous books. It was a self-denying ordinance that he could not extend to the cloth however, and if (as Pepys would probably have done) you chuck the jackets away then you will find a new non-lining imprint. Would this, I wonder, have offended that lover – among so many things – of books and orderly procedures?

Brian Alderson

Paperbacks

Empire building

"You can't make an omelette without breaking eggs" usually bubbles up at some stage in debates about power, ends justifying means, leadership, solidarity, empire building and so on. It is an interesting commonplace in a mild way, since empire builders are invariably men not given to spending spare moments whipping up soufflées, but rather whipping up the personal inadequacies of fellow human beings into massive public virtues, which equally invariably involves death for someone.

Napoleon, according to Vincent Cronin (Penguin £3.50), barely broke an egg in his life. To present an empire builder empire building, merely using prodigious physical and mental energy and an altruistic desire for fairness takes true historical imagination. This book *is* a delightful read; Napoleon *seems* a living man, but the treatment is too close to *The Godfather* without the nasty bits.

Edward Crankshaw's **Bismarck** (Papermac £4.95) is distinctly less romantic, partly perhaps because Bismarck was no heart throb, not a likely candidate to be a brand name for cigars and brandies and so possibly easier to write a five star book about, which Crankshaw has done. He reveals Bismarck's personality in singularly odd, singularly subtle asides and definitions. For instance, he sees the "Iron Chancellor" as "an artist . . . who controls with icy cerebration the movements of his emotions at white heat".

Arthur Cotterell's **The First Emperor of China** (Papermac £5.95) is only partly an historical biography of China's unifier, Ch'in Shih-huang-ti. The other two parts provide historical background (social and intellectual) and an attractive coffee table book describing the astonishing tomb of Ch'in at Mount Li (perhaps most famous for acres of terracotta armies, with each soldier individualized).

Simplicius Simplicissimus by H J C von Grimmelshausen (John Calder £4.95) is about inhumanity and war from the ground up, in the style of *Pilgrim's Progress*, laced with fantasy and philosophy and is almost 300 years old, written about and during The Thirty Years War. To say it is remarkable, highly individual and unmatched is to say the obvious. The scenes of grotesque human brutality become all the more grotesque and brutal since they are seen through the eyes of an apparently simple, trusting soul.

Religion is no stranger to the kitchen and its mixture with culture and politics is explored in Barbara Tuchman's **Bible And Sword** (Papermac £3.95). She illuminates the curious moment when, having taken Palestine from the Turks in 1917, Britain decided, in the Balfour Declaration, to open the country to resettlement by its old proprietors, the Jews.

Caesar's The Conquest of Gaul (Penguin £1.95) is pure event, ants and super ants hurrying across plains, a rather wearisome form of *The Empire Striking Back and Forth*.

Mark Featherstone-Witty

Camera Lucida

Barthes. By Jonathan Culler. Fontana £1.75. 0 00 635974 4

Fontana Modern Masters are usually good and occasionally awful. This one is good. It distributes Barthes across nine parts – literary historian, mythologist, critic, polemicist, semiologist, structuralist, hedonist, writer and man of letters – and within the few thousand words available for each part quotes, summarizes and orders the contributions made to the making of a modern master by each of Barthes' books and a good number of his essays. It is a bit thin on Barthes as a semiologist, and the interested novice would do well to turn to Culler's other Modern Master, *Saussure*, as well as to Barthes' *Elements of Semiology*.

For the initiated, the chief interest of this book will probably be found in the last three chapters, where Culler the literary theorist appears in the text as ill at ease with, or downright antagonistic to, the direction Barthes' work took in the last ten years of his life (he died in 1980): anti-systematic, hedonist, naturalist, cultivated, safe. From being the marginal critic who acidly exposed the ideology of the world's most successful photographic exhibition *The Family of Man* as a naturalization of historical realities of suffering and oppression into a myth of "the human condition", Barthes becomes the man of letters whose *Camera Lucida*, on photography, is hailed by *Newsweek* as a "great book" precisely for celebrating that myth.

The friends of Barthes will be tempted to cry "Foul!" in response to the discomfiture Culler's tactics produce; no thinking person would want to be praised by *Newsweek*. But it may simply be that Culler is over-hasty in his treatment of "late Barthes", or some of it. *Camera Lucida*, for instance, is among other things an essay on the nature of photography, dedicated to one of Barthes' three heroes, Sartre (no lyricist of the status quo, surely). The truth of its claim that photographs are a trace of the real (and in that sense naturalistic), in no way excludes that photographs are also taken and circulated as signs, and worked by ideology. That being the case, Saussure and Brecht, Barthes' other heroes, are in no way displaced by the last of the many displacements of Barthes' interests chronicled in this book.

Trevor Pateman



BOOKS

As readers will realize, many of the books noticed in this column are not being reprinted in paperback for the first – occasionally not even the twenty-first – time; it is a guide to what is about, rather than a specific welcome to newcomers. This prompts reflections about the regularly reprinted: what keeps a book going year after year, as new readers come up? **Moonfleet** (J Meade Faulkner, illustrated by F R Excell, Puffin Classics 95p) has come through from 1898 on the strength of its combination of excitement and feeling, the way its story of smuggling, hidden treasure and maturing fills the gap opened by *Treasure Island*. The appeal of Kate Seredy's **The White Stag** (Puffin £1.25), a glorification of Attila the Hun, is harder to understand, though it may lie chiefly in her striking illustrations. Even **The Wind in the Willows**, coming with agreeable enough new illustrations by John Burningham, now that the original has run out of copyright (Kenneth Grahame, Puffin 95p) strikes a reader who used to be devoted to it as overwritten and patronizing, especially with the new light cast back on it from Jan Needle's *Wild Wood*.

The reason for the endless reprinting of Noel Streatfield's books is quite clear; she touches the chord in children which sings, "You, see, I've got to be something important," as Lalla protests, in **White Boots** (illustrated by Milein Cosman, Puffin £1.25) as she begins to face the possibility that she will not be a World Champion skater; the idea of becoming "something important" through some aspect of show business was a cherished one long before *Fame*, and stories like *White Boots* and **Curtain Up** (Puffin £1.25) make it feel wonderfully possible, while at the same time creating warm, solid family lives for the young stars. It is slightly disturbing, incidentally, to see that *Curtain Up* has been "specially abridged" for Puffin: why? Noel Streatfield's *Ballet Shoes* tradition is carried on by other writers: Jean Richardson's Moth has reached the stage of auditioning for a place at the Royal Ballet School in **One Foot on the Ground** (illustrated by Jane Bottomley, Knight £1.10), and the story is as full of lifts and drops as a Streatfield, though less distinguished in expression.

For the young adolescent, the need to be "something important" may crystalize in the need for romantic love. I might seem unlikely, in view of changing mores, that a romantic novel from 1912 would be surviving any number of reprintings, but here comes **Daddy-Long-Legs** (Jean Webster, Knight 95p) and it is still funny and touching and not at all the slushy object those who haven't read it assume it must be because it consists of a set of letters from an orphan to the unknown benefactor who has sent her to college, I wonder if **The Girl who Wanted a Boy** (Paul Zindel, Puffin Plus £1.25) will last as well; I liked the story, which tells of the first brush with love of Sibella Cametta, a 15-year-old with a gift for handling machinery and without much apparent charm, much better than most of Zindel's books, chiefly because Sibella is really engaging, though as usual I found the final uplift overstated.

Constant republication is one thing; a successful series another very profitable matter. Pamela Oldfield's **Gumby Gang** keeps coming back; now it's **The Gumby Gang on Holiday** (illustrated by Lesley Smith, Knight 95p), having a further set of simple adventures mostly complicated by the innocent awfulness of the youngest member, Bet; the spirited conversation is probably what makes them popular, though Howie's American style is horribly stereotyped. Easy and pleasant in a similar way, and with a touch of magic, are H E Todd's Bobby Brewster stories (**Bobby Brewster's Shadow**, illustrated by Lilian Buchanan, Knight 85); the final story in this collection, "The Cotton Reel" has something really important to say about imagination. The great mistress of the series, of course, is Enid Blyton, but **Bedtime Stories and Prayers** (illustrated by Leslie Wood, Granada Dragon 85p) is outside her standaard runs; it is an honourable attempt at a Christian child's beside book, which contains an admirable explication of the Lord's Prayer; religious books for children are rarely as direct and cleanly written as this.

Series do tend to confine the writer's fancy within certain tight limits, but such limits never really constrain Norman Hunter, who has been inventing the inventions of Professor Branestawm (**Professor Branestawm's Perilous Pudding**, illustrated by Derek Cousins, Puffin 95p) for some 40 years and is still madly funny; it is a pity the print in this edition is so mean. A more recent series in which inventiveness runs high is Russell Erickson's tales of two old-bachelor toads, of which the latest, **Warton and the King of the Skies** (illustrated by Lawrence di Fiori, Knight 95p) is a delightful example; as usual, the warm hearts and domestic competence of Warton and Morton overcome all those who intend to eat them.

But, of course, imagination is freer outside the series. It is frighteningly powerful in Jan Mark, whose **Nothing to be Afraid Of** (illustrated by David Parkins, Puffin £1.00) is a deliciously scarey book of short stories, full of her customary humour and understanding of 10-year-olds. **Mog and the Rectifier** (Chris Powling, illustrated by Stephen Lavis, Knight 95p) begins with the sort of shock with which Gene Kemp's *The Turbulent Term of Tyke Tyler* ended – perhaps a better way to make the point – and would be a very good adventure in school and street for the same age group if the rich boy villain and his father and their blank-faced motor-cycling chauffeur were a little more probable. Children's books often go wrong through their adults; the awfulness of Toby's father in both the mainspring and the disaster of **Toby's Millions** (Morris Lurie, illustrated by Arthur Horner, Puffin £1.50); Barrie could get away with Mr Darling, but there are limits.

On quite a different level, for older readers, a serious novel can show adults as unscrupulous and manipulative in all too convincing a way, like those who set up an experiment in resuscitation in Nicholas Fisk's **A Rag, a Bone and a Hank of Hair** (Puffin 95p); good on both past and future, humane and unsparing, this is a very fine piece of science fiction. More conventional, but a rattling good yarn, is Harry Harrison's **Spaceship Medic** (Puffin 95p) in which a young doctor is forced to take command when all the senior officers are killed by a meteorite collision; though the number of things which go wrong, and his ingenuity in putting them right, may be implausible, it is a most encouraging specific against despair, an exercise in reasonable heroism.

Heroism is Rosemary Sutcliffe's stock-in-trade, but she is less at ease with her own Roman and British warriors; **The Sword and the Circle** (Knight £1.10) may be a useful introduction to Malory and the medieval romances, but the style seems constricted, as if Malory's language were stifling her own. A quite different pattern of legend is drawn on for a picture book by Gerald McDermott: **Arrow to the Sun** (Picture Puffin, £1.25) is based on a Pueblo Indian story and illustrated in angular Amerindian style; it is very beautiful, but I fear the pictures may be too difficult for young children to "read". They should have no problem with **Sunshine**, a wordless narrative of getting-up which is elegant, funny, deeply satisfying to the ego of anyone who identifies with its competent small heroine, and a sound exercise in left-to-right, top-to-bottom orientation (Jan Ormerod, Picture Puffin £1.10).

Finally, two books I hope will not go into many editions. **The Garden of Badthings** (Doug Macleod, illustrated by Peter Thomson, Picture Puffin £1.10) is a dim rip-off of Hilaire Belloc, Spike Milligan, Ogden Nash and, of course, Maurice Sendak, pallidly illustrated. The blurb on the back of **Using Computers** (Lionel Carter and Eva Huzan, Knight £1.50) says "Microcomputers are fun!" but nobody could get that impression from reading the book, which is as dry as the Dodo's history recitation in *Alice in Wonderland*, and much, much longer.

Children's literature

Left to right, top to bottom

Audrey Laski surveys the recent paperbacks

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Poetry please

A Second Poetry Book £3.50 paperback £2.25
A Third Poetry Book. A fourth Poetry Book. Each £3.95 and paperback £2.25.
Each compiled by John Foster. Oxford University Press.

After a gap of two years since their *Second Poetry Book* appeared, Oxford have just brought out the Third and Fourth Books in the series. Each volume contains about a hundred poems of which half are published for the first time, including offerings by Alan Brownjohn, Roy Fuller, James Kirkup, Brian Patten, Ian Serraillier, Alan Sillitoe and Raymond Wilson.

There is no attempt to guide the reader; the poems and their illustrations are left entirely to speak for themselves. Although there is a clear progression in level of appeal from one volume to the next, certain characteristics prevail which transcend the age boundaries; notably clarity, immediacy, and above all the conviction that poetry is fun.

It is because the compiler has sought poems which reflect the emotional rather than the simply practical concerns of adolescents that the anthologies have such a universal appeal. Each has a substantial and powerful section, for instance, drawing on different, particularly (to the adult) irrational, fears: in the Second Book, Michael Rosen's "The Longest Journey in the World" ("from the light switch to my bed"); in the Third, Brian Lee's "The Tunnel" and in the Fourth, Gregory Harrison's "Posting Letters" via a "short-cut muddy lane".

Even those poems which deal with "conventional" anthology subjects such as the natural world claim attention by their originality, for example Ted Hughes' "Leaves" in the Third Book, modelled on the traditional ballad "Who killed Cock Robin?" with an updating of the rhythm in the second half of each stanza to point a modern moral:

Who's killed the leaves?
Me, says the apple, I've killed them all,
Fat as a bomb or a cannonball
I've killed the leaves.

Many of the poems strike the reader with a truth which, even from a mundane starting point, is poetic, as in Peggy Dunstan's "You can't depend on anything" (Book Three) where a boy learns not to kick rubbish tins because

the tin that I just kicked was full
and nearly broke my toe;

others, such as Matsuo Basho's "Clouds" from the same book, affect by their simple beauty:

Clouds come from time to time –
and bring to men a chance to rest
from looking at the moon.

Some cleverly pattern children's thought processes ("The Commentator" by Gareth Owen) or raise just those questions which frequently perplex them ("Old Man" by Leonard Clark); while a great many realize the essence of poetry, to bring the imagination into full play and lead the reader to another dimension or

– let you choose
Your own best ending to this tale.

("Treasure Hunt" by Alan Brownjohn)

Maybe in its anxiety to concentrate on topics of supposed adolescent interest the Fourth Book exhibits a patronizing tendency: noted in some GCE O level essay titles: I wonder whether poems on Bulldozers, The Building Site and The Car Dump do as little to enhance the individual soul or the image of poetry for a teenage adolescent as they do for one 20 years older?

Nevertheless it would be churlish to dwell on such a small and maybe not generally offensive flaw in an otherwise inspiring production: bold and varied illustrations dominate every page, imposing a structure of their own on the poems and making each a total artistic experience. Both teachers looking for classroom material and children of any age browsing on their own will find the Oxford Poetry series compelling reading.

Anne Rickwood

RESOURCES

Home from home

John A Barker examines a locust cage

Locust Cage
Griffin and George Ltd, 285 Ealing Road, Wembley HA0 1HJ.
£100.43 excluding VAT

Compared with earlier locust cages, this is a most attractive design. The compartment for the insects is constructed on three sides with a single piece of transparent plastic, affording excellent visibility, and the rest of the cage, apart from the perforated metal floor, is constructed from sheet aluminum.

The back of the cage contains one earthed bulb-holder, and on the back an enclosed switch unit incorporating a neon signal bulb. Both cage switch and bulb holder are earthed. A 100W bulb, not 60W as in the instructions, will be required in most circumstances.



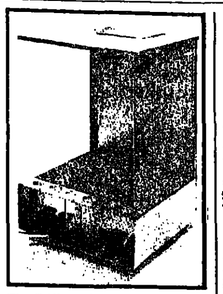
Underneath the perforated floor is a gap of 11cm before the base of the cage, and a sheet of paper can be placed in the base to collect droppings falling through the perforation. The holes allow for ventilation, which is essential for maintaining locusts at a proper relative humidity. The top lifts off completely, but there is also a hinged lid to a hole, for ready access.

In front of the cage are holes for six egg-laying tubes, a set of which is supplied. These specially made glass tubes are held in place by a metal spring. When not in use, the holes can be blocked either with a bung or by inserting an empty egg tube upside down.

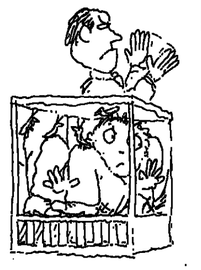
The brief instruction leaflet could helpfully be extended, or at least it should include references. In setting up, it recommends the use of chicken wire in place of twigs. Experience has shown that a plastic mesh such as "netlon", provided it is positioned away from the bulb, results in no fingers cut on the sharp ends of the wire.

Overall, this is a nicely designed and well constructed cage. Much thought has gone into designing a piece of apparatus that is both attractive and safe – even the aperture in the top is protected by a plastic surround. Such a cage is useful for animals other than locusts – it would be ideal for adult stick insects, and even land hermit crabs have found it an adequate home.

John A Barker



The Griffin and George Locust Cage could also accommodate stick insects or land hermit crabs



Slash and burn

Jenny Stonhold reviews material on tropical rain forests

A Green Earth . . . or a Dry Desert? 80-frame filmstrip, £6.27. Pack of mounted slides, £12.52. Sound cassette, £3.80.
Made by World Wildlife Fund Tropical Forests and Primates Campaign

The ecological effects of the destruction of the tropical rain forests is a very topical subject among young people today, and though it is of interest to the general public, this package is of particular educational value to students of geography and environmental sciences. It has some excellent photos illustrating animals, insects and plants, and the distribution of tropical forests is indicated on a world map.

The importance of these forests as the source of food, medicines, hardwood and fibre is stressed, but it is also shown that they protect the soil, purify the air and regulate the world's climate, therefore are vital to life on earth.

An infra-red satellite photo is used in slide 22 to illustrate the destruction of two-thirds of Latin America's forest. The economic aspect is also included. It is pointed out that many tropical countries depend on the exploitation of the forests for their economic development, and that many logging companies do not practice conservation techniques. A good visual image is used to illustrate how the provision of hamburgers for North America has caused the destruction of forests in South America to make way for cattle ranching.

The "slash and burn" technique is described, and the problem of soil erosion, caused by overpopulation and too rapid a return to the same patches of land, is highlighted. The statistic that 90 per cent of nutrients are held as living vegetation indicates the ecological structure of the tropical forest, and the poverty of the soil is also stressed.

The final part of this presentation shows how deforestation contributed to the 1979 Ganges Valley Flood and the 1981 landslip in West Java. It continues by showing how the Tropical Forest Conservation Programme, which has projects in places such as Indonesia and West Africa, is protecting large areas of tropical forest.

At the end, viewers are encouraged to assist the World Wildlife Fund to continue and expand its conservation efforts. This positive note should encourage teenagers, who are often pessimistic about their chances of affecting world conservation. The programme should be of interest to a wide age range. It would have been helpful if the names of species had been put on the slides so that they could be identified.



Dead and dying forests

Enzyme investigations

Harris Basic Enzymology Set
Philip Harris Biological Ltd, Oldmixon, Weston-super-mare, Avon BS24 9BJ.
M85 860/9
£21.15 + VAT.

The set comes packed in a container, with a 28 page booklet. There are three plastic containers of pH 4.7 buffer; sucrose and sodium potassium tartrate. There are also 10 glass phials containing: enzyme (invertase); pH buffers at 7.0 and at 2.8; glucose/fructose standard; lactose; maltose; aniline solution; sodium hydroxide pellets; dinitrosalicylic acid reagent and glucose reagent test strips.

The instruction booklet by D B Johnson of University College, Galway, is aimed to provide the theoretical background and practical details for a series of investigations which illustrate the basic concepts of enzymology at secondary and tertiary level schools and colleges. It includes a brief, four-page introduction to some of the basic theory of enzymes and their activities.

This is followed by a series of 10 investigations, ranging from demonstration of invertase activity, effect of time, temperature, pH, concentration of the substrate and of the enzyme, to the substrate specificity of invertase and the inhibition of invertase activity. All the investigations are concerned with the invertase enzyme. This may be a disadvantage, when it is felt valuable to develop the idea of the range of enzymes and the common patterns of activity that they show.

Each investigation is clearly set out with a theoretical introduction, the reagents required, the procedure, and a brief discussion of the results. Following the instructions, at least on those investigations tried out, gave the expected results. However the whole booklet is written very much as a cookbook and many teachers would need to alter the presentation to provide a much more open approach. But for those who want a set closed approach, or a neat package of demonstration material which could be developed further, this set may be suitable.

John A Barker

The science articles on this page were commissioned by Chelsea College Centre for Science Education

Some few words

Andrew Rothery on mathematical language

Assessment of Early Mathematical Language
by Margaret Williams and Heather Somerwill
Six pupils' books and one teacher's book, £4.95
Set of 15 spirit diplicator masters (A4 size), £4.95
Pack of record sheets, £1.50
Macmillan Education, Hounmills Estate, Basingstoke, Hants

Early Mathematical Language is a well-organized package designed to help infant teachers assess their pupils' progress. For very young children, the acquisition of mathematical concepts is closely related to the development and use of appropriate language. Macmillan Education with the aid of experienced authors have provided materials for teachers to use as a kind of diagnostic test.

Each 16-page pupil's book contains a collection of pictures of a family of bears. The bears are seen engaging in a variety of activities. Each picture is constructed to provide a basis for discussion, and includes a situation which would call for the use of mathematical vocabulary. It is intended that a teacher would discuss each page with each pupil and ask suitable questions to assess the pupil's use of language.



The bears are nicely drawn in a style reminiscent of Rupert Bear. They appeal to most young children and are seen doing things with which young children could associate. The materials would seem to be most useful for pre-school or reception class pupils.

Each pupil's book has a theme. These are: position in space, matching and number, length, volume and capacity, weight and shape, and time.

The teacher's handbook has miniature reproductions of the pages in the pupil's books with the key mathematical language appropriate to the scene alongside the pictures. It then suggest questions. The words identified are generally descriptive language for a particular concept area. In the number book, for example, one finds: "a lot of", "some", "none", "enough", and "few".

My own limited trial of the books showed that it is not always easy to prompt a child into using the words officially allocated to a particular page. Children are rather prone to give creative answers.

"Which sandwich would you rather have? Why?" might be the question, but instead of answering "Because it is thick" one child said "Because the bear is smiling at it. It must be tastier." However, generally speaking the questions suggested *are* helpful. Most infant teachers would find they could use the system quite successfully.

The handbook and six pupil's books form a self-contained unit, and a useful record sheet listing the words in each book, as a check-list for each pupil, can also be purchased. Though it does not provide an exhaustive list of possible vocabulary, it does give a useful and substantial core. A selection of pages from each book is also available as A4 size spirit duplicator masters.

Unidentified teeth

Dental Health Teaching Pack
Griffin & George Ltd, 285 Ealing Road, Alperton, Wembley, Middx, HA0 1HJ. £16.52.

This pack comprises a booklet called "Dental care at all ages" by Roland Taylor, published by the British Medical Association; a set of 36 colour slides made from the Family Doctor filmstrip, entitled "About your teeth", and a set of teacher's notes. There is also a tube of 100, 15 mgm Erythrosin B tablets; a pack of 10 teeth; two black and white charts: "Tooth structure and decay", and "Development of human teeth".

It consists of items which appear to have been thrown together from diverse sources. There are no integrating teacher's notes, no instructions for the erythrosin tables and the teeth provided are not identified.

The booklet, although surely admirable in its day, dates back to "real" money times – and the layout shows its age. The slides, which are diagramatic, provide a sound picture of the development of teeth and the factors that help to maintain healthy teeth.

In contrast the charts are dull, and too small for use in the classroom. These, in particular, must be considered in the light of the splendid, well-designed and cheap posters available from other sources.

John A Barker

Lord Burghley's atlas, containing one of the first accurate post-medieval maps of England, Wales, Ireland and part of Scotland, has been purchased by the British Library for £52,000. It is in the form of a notebook and includes notes made by its owner, during travels in the service of Queen Elizabeth I. The atlas is now on display at the Library's exhibition gallery.

Made within months of Shakespeare's birth, the atlas gives a unique view of Tudor England as seen by the cartographer and antiquary Laurence Nowell. It was presented to Lord Burghley around 1564 and the two men are depicted at the foot of the map. Lord Burghley's notes show his official preoccupations as principal minister of the Queen and reflect British foreign policy during the period 1564–1574.

Modern cartographers admire the map for its use of symbols, its depiction of the west coast of Wales and for a wealth of detail shown in England. It is believed to be closely related to Gerard Mercator's map of Great Britain produced in 1564.

O J Surridge

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RESOURCES/SOFTWARE

And the last shall be first

Paul McGee reviews a program generator designed to help beginners

The Last One
Available on disc
Produced by D J "Al" Systems Ltd
Available through Baniftec, Farley Edge, Westerham, Kent
Prices and formats given in the text

There is a growing interest in the use of computers for aspects of school administration such as school lists, option lists and examination entries. The people wanting these tasks performed, often the deputy head teacher or members of the senior management team in schools, are often unable to write programs in BASIC, the language provided by most school microcomputers.

What is needed are simple systems which make program writing easier. One possibility is to use a program generator, ie a system which writes programs without the user needing a detailed knowledge of the language of the computer. A popular, but controversial, British product is *The Last One* which is now available on a wide variety of microcomputers, including the Research Machines 380Z.

codes provided

Program generators provide codes ie statements in the programming language. They do not analyse the problem, decide whether it is suitable for computer solution, design the system, design the program, provide the test data or carry out all the non-computer procedures needed to implement the system. Since these activities are often carried out by the user of a small system the obvious course of action is for the user to produce the program. This may be unrealistic if it has to be written in BASIC but quite feasible using a program generator.

The Last One is such a program generator and experience shows that intelligent laymen can use it to produce quite sophisticated systems. *The Last One* uses a system of menus and prompts to help the novice through the program design. These steps are very helpful for the absolute beginner although experienced programmers can be frustrated by the level of detail. Programs such as Wordstar, used for word processing, have different levels of guidance for different users.

The Last One helps the beginner by asking for details of the files to be used in terms of field names, types and lengths. Thus the user cannot start to design the program without having carried out some elementary systems design, whereas a vast amount of BASIC code can be written without the programmer even defining the files. Figure 1 shows the print-out of the fields in the simple data base program. The program is specified by a flowchart, and figure 2 shows a sample of the flowchart for the same data base

outline solution

program. The statements are very close to the level of detail needed for an outline solution to the problem.

Whenever the generator has insufficient information, a menu-driven question and answer routine is used to derive the precise structure wanted by the programmer, whether in terms of screen layout, prompts for users, branch destinations or details of keyboard and file input and output.

As the user responds to requests for ever finer detail, *The Last One* builds a correspondingly more detailed model until at the end a complete description of the finished program exists in the form of a precise and complete flowchart. Figure 3 shows in detail what has happened in line 48 of the original flowchart which had to design a screen offering a menu with six choices.

At the end of this procedure, *The Last One* is able to code programs in MBASIC (Version 5.2 or later). This program is guaranteed to be free of syntactical errors, ie errors to do with the language BASIC, but it is obviously not guaranteed to be free of logical errors because only the user can check whether this would be the case.

This form of writing programs has several obvious advantages for the novice programmer. If any changes have to be made to the system it is only a matter of changing the flowchart and repeating the progressive refinement until the machine is ready to write the code.

Programs and files can also be merged and linked and otherwise related simply by referring by name to their stored flowcharts. Using this facility, complex suites of programs may be interrelated, redefined, and modified to suit any need. For example if a file detail is changed, *The Last One* will automatically regenerate all programs that are affected by the change, after first having asked the relevant questions.

The second great advantage of this approach relates to portability between different computers. It is very vexing after writing a suit of programs for a particular task on a machine to find that the operation can't be carried out on a different computer. With *The Last One* what happens is that the flowchart from the first computer is typed or transferred into the second one. Then the same process will be followed and the new code appropriate to that computer will be generated. But the initial design work need not be repeated and many of the detailed questions will have the same answers on both machines.

The system comes with a machine-specific instruction manual which leads the user through the use of the system and is quite easy to follow. Also available are sample sets of documentation, from which the samples shown in this article are taken, and which are an extremely good way of learning about the facilities available in the system.

It would probably be worthwhile having some form of training for a day or so in the use of the system rather than trying to learn it directly from the manual. Experience of courses run at the Croydon Computer Centre for Capital Region MEP has shown that even quite novice users have been able to produce a worthwhile and working program at the end of one day. This compares very favourably with the time it normally takes to get such people to write file handling programs in BASIC.

The Last One is particularly useful for simple data processing applications which access a reasonable number of files with a fairly straightforward structure. It is not sensible to buy the package if the major use is likely to be writing mathematical or scientific programs, or for programs which use high resolution graphics.

The system costs £185 for the Apple Computer and £330 for the Research Machine Computer. Prices offered to l.e.a.s which purchase in bulk are substantially reduced. The Research Machines price is increased by £80 to buy MBASIC, which is different from the BASIC used in the 380Z. This may seem a lot of money for one program but it could be used in administration and in the teaching of Computer Studies.

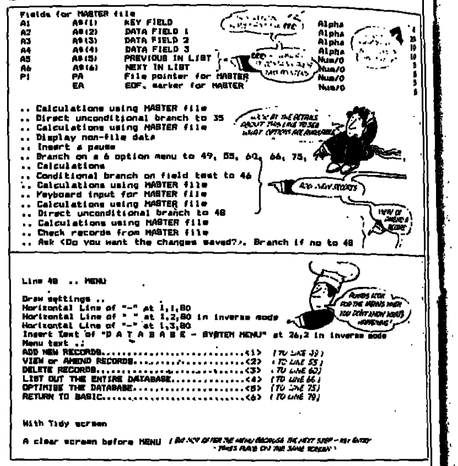
It will be a great pity if pupils leave school believing the only way to program computers is through the language BASIC. It cannot be too long before Computer Studies O level and CSE examinations are

accepted course work

level and CSE examination board are willing to accept course work written by a program generator rather than laboriously in BASIC.

The Last One is available to l.e.a.s schools through Baniftec. If the price seems high for a school it may be worthwhile a local authority or teachers' centre acquiring the package for use at an educational centre. A particular benefit of this is that there is no charge for the code which is generated by *The Last One*. It is quite common when buying expensive compilers! to have to pay a licence fee for every copy of a program generated. *The Last One* makes no such charge so local authorities which decide to generate their programs using it would have a very efficient way of distributing programs which could be quickly written and amended.

The Last One is a very large program and requires 56K bytes when working. It also requires a dual disc drive to cater for the large amount of programs which makes up its 126K. Because of this size the program is on occasions slow, although most people for whom it would be most suitable do not find it so. The least suitable people to use it are people who are already competent at programming who tend to spend too long thinking about what the machine is doing and not enough time in following the instructions. *The Last One* is an unfortunate name and fails to convey to people who are going to use it its principle use. It is the *first* program that a great many novice users will buy.



From top: figure 1: detail of the fields in master file for the data base application. Figure 2: Section of the flowcharts for the data base application, showing the types of activity carried out by the program. Figure 3. Detailed working for line 48 of the flowchart.

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Painless poets?

ICL Fun to Learn Series
Eight cassettes at £6.95 each.
Psion : VU-CALC and VU-FILE £7.95 each.
Sinclair Research Ltd, 6 King's Parade, Cambridge. CB2 1SN

The Sinclair is the largest selling computer in the world, so it is inevitable that much software will be produced for it. ICL, International Computers Ltd, which is Britain's biggest computer company, has combined with Sinclair to produce a series of programs which run on the 16K version of the ZX81 and which sound interesting to schools.

The *Fun to Learn* series includes English literature I and II, geography, history, mathematics, inventions, spelling and music. The cover of English literature II says, "Find out painlessly about British poets, playwrights and modern authors". For example: Who wrote 'Song of the Shirt'? Which modern author is a zoo keeper? Which playwright also played cricket for England?

It is hard to imagine a better way of convincing English teachers that using computers will destroy their subject. The other cassettes continue in the same ludicrous fashion. After seeing these programs it is difficult to believe that ICL has a special division, ICL-CES, devoted to computer education.

The Psion programs are very much better and could have a definite use in computer studies courses, particularly those where examination candidates have to use a software package. Both these programs offer enough scope for a CSE or O level candidates to be able to attempt to solve a worthwhile problem.

VU-FILE is a simple information retrieval system which uses an interesting cursor technique to specify the search fields. It comes with a simple database which allows instant use and provides a useful example for designing other databases.

VU-CALC is a simplified financial spreadsheet package which allows a good range of variables and formulae. Pupils could use it to keep tuck shop accounts or help teachers to calculate their salaries or taxes. It is good enough to be used by a computer studies teacher for classroom demonstration.

Documentation consists of what can be fitted onto the cassette cover, and is concise and helpful. The major problem for most people is the ZX81, which appears to be destroying the television as it loads the program. The fact that many pupils own this machine can allow them to do some useful coursework while freeing the larger computers for other work.

Paul Marshall

Letter

Sir – I should like to make the following points in response to your largely favourable review (*TES*, February 4) of the Five Ways Software programs *Comprenez I* and *Répondez I*.

1 Contrary to the statement in the review, it is possible to leave an option without working through the whole section by using the ESC key as described in the teaching notes.

2 The programming faults mentioned (imperative for *re* verbs, underlining in *Répondez I*) have been corrected and disks currently on sale should not have these bugs. Faulty disks may be returned to Heinemann Query Service for recopying.

3 Since the aim is to test grammar rather than vocabulary, in future programs we shall display the French verb to be used (in infinitive form) where there is likely to be ambiguity.

4 The concern about the learning process being insufficiently enhanced by the present system is shared by the designer of the series. Future programs will treat mistaken user responses by giving the correct answer, clearing the screen and asking the same question again.

The second and third programs in these series are in preparation and we hope to publish them later this year.

We do welcome comments and constructive criticisms from users of Five Ways Software materials, and, as I hope my reply shows, we are anxious to make improvements where possible.

D A TAYLOR
Chief Designer
Five Ways Software
King Edward VI Five Ways School
Scotland Lane
Bartley Green
Birmingham

The new Resources/Software pages appear as a regular feature in the *TES* once a month. They include reviews and information of the latest computer software in a wide range of subject areas.

Hutchinson Software have several new packages. *Textgrader* is described as a "readability assessment program which calculates the reading age of any text typed in".

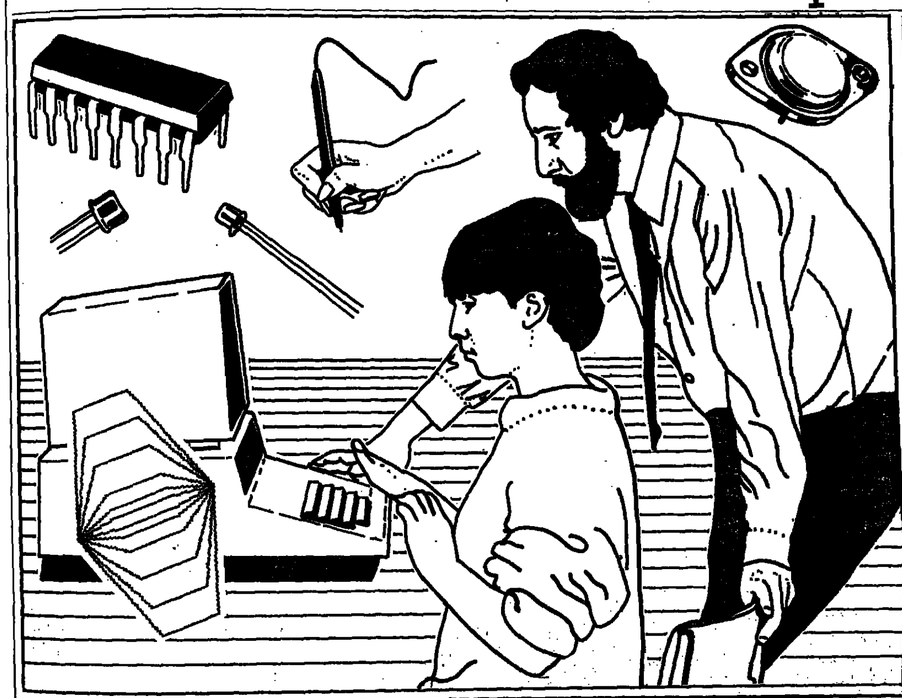
Another package relevant to schools is entitled *Programs from Microcomputers in Science Teaching*.

A further program, *Timetabling*, (TT1-6 £15; OPTI-6 £15, both exclusive of VAT) can create a complete school timetable down to making individual printouts for pupils.

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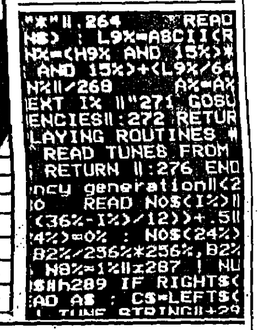
EXTRA

Microelectronics and computers



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After the micro . .

by Mike Bostock

1982 was in many ways The Year of the Micro. It was Information Technology year when the uptake of the Micros in Schools Scheme from the Department of Industry was such that the majority of secondary schools in the country can now boast at least one microcomputer. It was a year in which sales of personal microcomputers rocketed and 15,000 teachers attended courses connected with the new technology and its relationship to education.

The microcomputer, however, is just one example, albeit an exceedingly important one, of a microprocessor-based device, and the impact of the new technology upon our lives must extend beyond the single influence of computers.

The microprocessor chip is to be found in an increasing number of devices. In fact, whenever a machine is to be designed to undertake any sort of decision-making process, it is probable that the microprocessor for a more simple digital logic circuit will provide the most efficient solution. We can expect to find microprocessors in alarm systems, automatic washing machines, video recorders, in the instrument panels of cars, and in home communication systems.

The microcomputer holds an enviable position as an example of the new technology which is not only highly approachable but also manageable. This is due in part to its versatility, but also to its unique ability to relate to us in written English, thereby placing itself within the realms of human experience.

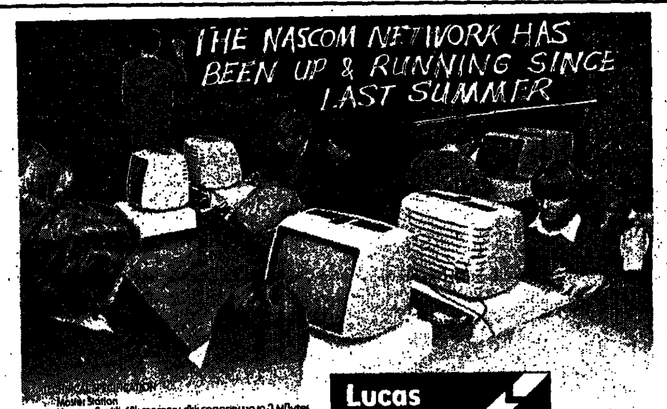
Even the language in which a computer is programmed (BASIC) bears some semblance to English, thus producing a machine with which the educationist can fairly easily develop a rapport, not only gaining the ability to use educational software with competence, but also to adapt programs to meet specific needs or writing new programs.

It is noticeable that the microcomputer is now beginning to move on from being a curiosity in the classroom to being simply an expected classroom utility, a situation in which computer literacy becomes a natural process.

MEPs commitment goes beyond encouraging teacher awareness in microcomputers and in developing software. The majority of microelectronic devices will be much simpler systems than the microcomputer, and to understand these systems is not only to study the "language" of the system, which in this case would relate to series of logical switching operations, but also to learn something of the function of the system and its component parts, ie of microelectronics.

As with computers there are a range of levels to the understanding

continued on next page



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EXTRA

After the micro *continued*

one needs depending on whether it is for personal awareness, for using microelectronic devices effectively or for specialist teaching in microelectronics. It has been the approach of MEP to provide in-service training opportunities nationally in support of each level but also to generate the appropriate resource support for the teacher in the classroom.

In this category there are a range of curriculum development activities which will be bringing some unique materials on to the market over the next months.

Around Easter time there will be available a number of MEP initiated packages of particular significance: each will demonstrate a unique facet of the activities of the Programme with regard to Microelectronics in the fields of Science and Technology.

VELA

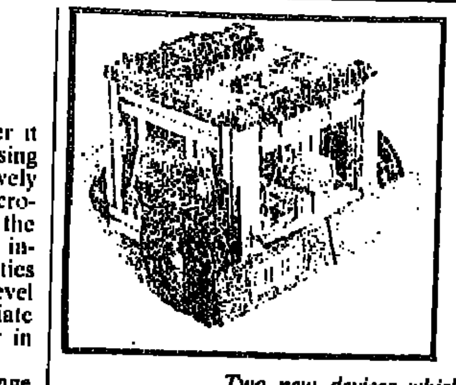
The first of these packages, called the VELA, is a microcomputer-based programmable laboratory instrument which can directly replace many other items of apparatus commonly found in the science laboratory. An important feature here is that the science teacher or pupil can program the device to "manage" an experiment, and also to take measurements and to display the readings.

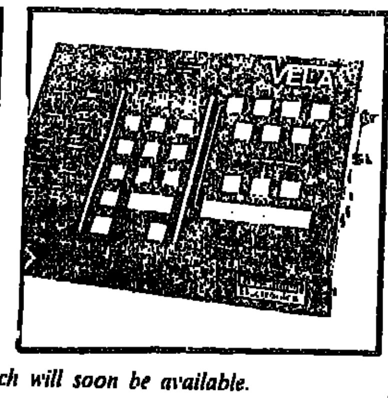
To develop a fluency with the workings of this highly useful device is to encourage first hand technology awareness. To have such an instrument in the laboratory beside its latter day equivalents is itself significant in inviting an important comparison and appraisal of the new technology in action.

The Exploded-View-Computer

This particular device is in effect a computer board presented as nine detachable modules, which independently perform a primary function associated with the way in which a microprocessor handles information. Each module can be independently examined and its function can be investigated as a series of discrete operations in digital logic.

As an educational resource it can be used to learn about both the language and the function of the chip. It is a significant development in that its appeal is likely to extend across subject boundaries.





Two new devices which will soon be available.

Computer-Aided-Design package

This takes the form of a sophisticated computer program for the Technical Studies department which will enable the pupil to feed information into the school microcomputer and use the information to construct a three dimensional object with uniform cross-section (like a goblet).

The pupil can then turn the created device around on the screen for inspection. The final part of the package is a low-cost lathe which plugs into the microcomputer. The information about the object is then passed to the lathe which fabricates the object from polystyrene. This is a significant development in that it brings a highly important industrial technique into the classroom.

The BBC Buggy

This is a three-wheeled, table-top vehicle which plugs into a microcomputer. It comes as an expandable construction kit complete with a range of sensors which enable the vehicle to sense and interact with its environment. Designed as a discovery pack in control technology it can be used to learn about programmable control. Software includes a demonstration of artificial intelligence. A pen mechanism will be available as an option with which to perform LOGO. Of interest here is the fact that the package was designed for the home market as well as for schools, and intentionally dwells upon the appeal and imagination surrounding the notion of a "robot". In the classroom it is likely to have broad appeal across the ability range.

It is of interest to note that in two of these packages, we are using the now familiar microcomputer to learn more about the technology itself and how it is used in industry. As a model for the course of Technology Awareness this makes a lot of sense as it becomes very much a case of treading in the footsteps of computer literacy.

However, it is a point of significance, as any electronics hobbiest will tell you, that to become involved in the new technology does not require a great deal of equipment, and is not necessarily expensive. In fact, to over-rely on the microcomputer in the teaching of technology is to actually detract from the inherently simple ideas behind the elementary building blocks which serve to make up elecronic circuits.

The relatively low cost of setting up a sequence of investigations into simple circuits has resulted in an increasing number of schools having organized highly succesful courses in microelectronics and at a range of levels, including primary level (see Graham Bickerton's article on page 43).

Of interest here is the MEP supported BBC Radiovision series which in the first series entitled "Electronics and Microelectronics" provided a ready-made solution for schools wishing to start up studies in microelectronics. This series provided a cheap electronics starter kit and a filmstrip, broadcasting an instructional commentary on a weekly basis. This proved to be a highly successful formula and a new series is now in preparation.

It is therefore at this formative level where MEP places a strong emphasis on the encouragement of in-service activities and resource support, since it is this early initiation into imaginative studies involving microelectronic applications that can give the best possible start in the education of tomorrow's technologists.

VELA is available at around £150 from Educational Electronics, 30 Lake Road, Leighton Buzzard, Beds. LU7 8RX. 0525 373666.

The Exploded View Computer is available at £150 from Scientific Systems Ltd, Unit 11 Ash, Kembrey Park, Swindon SN2 7UN. 0793 613221

CAD Software on disc for the BBC microcomputer and 280Z at around £15 from Heinemann, 22 Bedford Square, London WC1B 3BR.

Computer Controlled Lathe Kit from at around £100 from NESTEC, Coach Lane Campus, Newcastle upon Tyne. 0632 663409.

BBC Buggy at around £120 from Economatics, 4 Orgreave Crescent, Hansworth, Sheffield. 0742 690803.



Patterns for living

Graham Bevis on curriculum developments

It is axiomatic that the prosperity of an industrially based economy depends on the nation's ability to use and exploit the new technology. This is in turn dependent on the education system's ability to identify those pupils with a special ability and to encourage them to develop technological skills.

The Manpower Services Commission's initiative on "technological education" indicates that the government is well aware of this fact. The statements from the Association for Science Education, *Microelectronis in the Curriculum – The Science Masters' Contribution*, and the many courses now appearing in the basic curriculum for 11–14yrs titled "Microelectronics", reveals a growing awareness in education that this is an issue which cannot be ignored and must be considered on many grounds. The purpose of this article is to describe some of the developments in schools in the domain of Electronics and Control Technology and to discuss the role which MEP sees for itself in the development of this activity.

The major constraint on the adequate teaching of these subjects has been the lack of curriculum materials and teacher expertise. Syllabus materials for electronics are optional or developed from a basic approach through electrical principles rather than "the digital approach" of new technology. The study of microelectronics as shown in most Microelectronics for All courses does not require a preliminary study of the physics of electricity.

However, the inclusion of electronics in examination syllabuses, most notably the Nuffield A Level Physics Unit 6, has stimulated an awareness among teachers of the implications of microelectronics for the whole curriculum.

Most significantly this has led to the inclusion of a Microelectronics for All course in the curriculum of every secondary pupil. Those teachers who have taught children about microelectronics, who have run Electronics Hobby Clubs, who understand about the implications of microelectronics on the lives of everyone are quite convinced that "MFA" is as fundamental as the 3Rs to the "education for life" concept. Moreover the development of skills in the 3Rs must be implemented through some process of learning. If this process is extended through exciting, motivating, practical study, the degrees of achievement in all aspects are greater.

The ECT domain of MEP is concerned with all aspects of the teaching of electronics in schools. Therefore, as well as providing courses for specialist technology teachers to enable them to teach electronics competently and confidently, courses are being provided for teachers who will be teaching Microelectronics for All. Ideally this will mean that an average secondary school will require at least twelve teachers with the necessary knowledge and expertise to make this provision for all pupils in the school. This is already happening in some schools.

Parallel to this INSET provision, many curriculum development projects are being supported by MEP, both to enable the experiences of those entrepreneurs of MFA to be availabe to other teachers as well as the development of hardware and course materials for GCE and CSE courses. It is significant, that in this time of limited resources in education, many new examination syllabuses in technology appear without any curriculum development. The teachers are required to find their own approach and to select their own teaching materials.

The purpose of the MFA courses is to convey to pupils of all abilities an "awareness of new technology". This can be summed up as follows: "An appreciation of the fundamental principles of new technology, how the application of the technology relates to human needs and complements human abilities and how the continued development and application of the technology will influence future patterns of living."

In this context the word "technology", which literally means "ways of doing things", refers to Information Technology or Microelectronics Technology. The question is: what are these fundamental principles and how can they be presented to the pupils interestingly and effectively? Many school-developed MFA courses are now being piloted.

- The course must be acceptable and stimulating to pupils of all abilities. Microelectronics investigated practically is singularly unique as a subject in making this possible.
- The course must give students the opportunity to construct electronic systems which they can understand, describe and modify. At one level this can be done with "modules" (ready assembled system blocks which simply require connection into a system) or at a higher level can involve system assembly using "naked" chips which are themselves functional system elements.
- The course must provide an understanding of binary information systems, the principles of logical operations, memory and programmable systems which is the key to the ability to interpret and appreciate new technology.
- The course must provide an introduction to the subject and a foundation for those pupils who will choose to study microelectronics beyond the "awareness level".
- The course must include materials which deal with the social and economic consequences of the new technology, in particular the benefits of its application in industry.

The essence of the study is the simplicity of the basic ideas involved. Sophisticated electronic systems may be regarded as black boxes which have particular functions. These functions may be described as processing information signals to produce changed or interpreted information or maybe an activating or control signal which is itself a form of information.

It is axiomatic that an "awareness of new technology" must involve an appreciation of the difference in nature and capability of digital systems and the analogue nature of the ultimate information system, Man himself.

It is a doubtful practise to isolate particular initiatives in this field for special mention since so many excel-

continued on page 38

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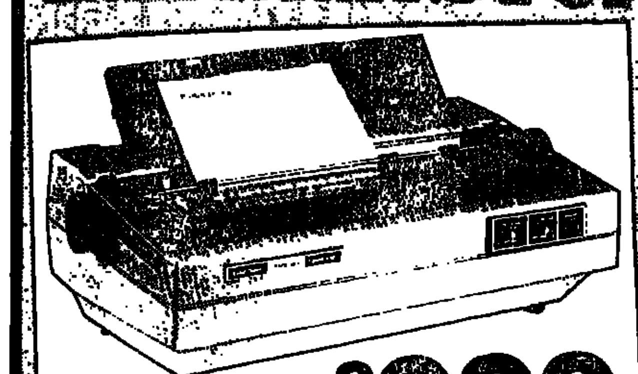
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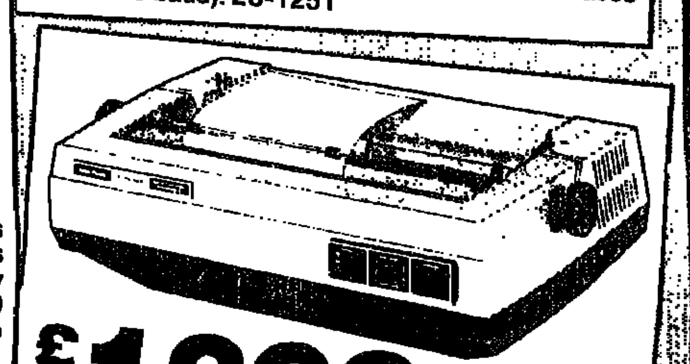


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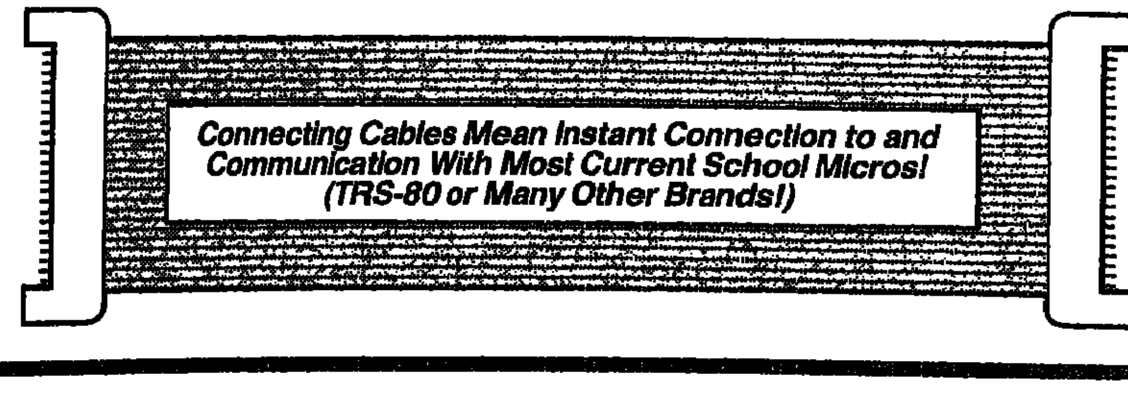
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Patterns for living

continued from page 36.

lent schemes exist. However a few notes will serve to emphasize the extent of what amounts to two or three years of individual curriculum development schemes.

Four years ago basic electronics was introduced into the third year physics course at Perryfields High School. Interest and enthusiasm resulted in this being extended to microelectronics in the second year course. The immediate problem was what equipment to use. Commercial items were expensive for class sets on schools' budgets and flexible systems tended to be complicated to use. As a result the course originator, David Thomson, ended up designing his own hardware and pupil materials from scratch.

Support was gained from local industry which supplies demonstration lectures at the school. The spur for the development of this course came as a result of the DoI's Micros in Secondary Schools Scheme, which implied a need for a "computer awareness" course for all pupils.

Rowlinson School Sheffield began with the idea that "computing and the control applications of computers deserved a place in the curriculum of every pupil". Work began with an experimental course taking eight periods from each of the second year mathematics and physics time. The micro chosen for this course at that time was the Open University PT501 (designed for introducing businessmen to the essentials of computing) Following an introduction to the essentials of the subject, ie. binary codes, memory, address, register, accumulator, programs, the pupils followed a sequence of problem solving exercises.

Every level

From this work course modules have now been developed which appear at virtually every level of the curriculum from the first year upwards. As well as microelectronics and microcomputer control applications there are course modules on computer awareness, communication and information studies, microelectronics. MEP has been very involved with work at Rowlinson and materials developed at the school will soon be published.

One of MEP's first supported curriculum development schemes was initiated at Belper High School by Peter Nicholls (now MEP ECT INSET Co-ordinator, East Midlands). Peter was required to provide a course in microelectronics for an all ability CSE class which took account of the following facts:

- For every microprocessor built into a computer there are at least ten used in dedicated control systems based around a processor, a program memory, and an input-output unit.
- To enable a class of 20 students to experiment with microcomputer control requires 10 microcomputer systems costing perhaps £500 each. Much of the facility of the computer is unused by the student, and the wrong message is at the same time conveyed to him – that you need keyboards VDUs, high level language and expensive hardware to control simple systems.

Because of these facts, he developed a minimal microprocessor control system. A range of plug-on units has also been designed which enable students to control a tone generator, a model railway, a 4 character display, motors (eg Lego or Mecanno) and lamps (via a high power digital-analogue converter. An analogue-digital converter enables the construction of, for example, a digital thermometer. The equipment has been extensively trialled with all-ability CSE classes during the school year '80–81. In November 1981 MEP placed a contract for the production of two sets of 10 control systems plus add-on units, together with full teaching materials to be used in in-service training of teachers and a book of "project possibilities" for use with the equipment. This INSET material has been in use in the East Midlands MEP region over the last nine months and has been well received. This approach to control is suitable for any level of study, any age or ability of pupil.

The Wales MEP ECT Co-ordinator, Norman Garland, finding that relatively few schools in Wales were teaching any courses involving electronics, decided that his first objective was to provide INSET courses which would introduce teachers to microelectronics and which could then be directly translated into the classrooms. A practical approach based on "breadboards" and "naked chips" was developed as being the most economically viable. Kit lists, practical notes and worksheets were then written and collated and four courses are now being trialled in Welsh schools. These are "a six hour digital electronics taster course", "an eight hour micro interfacing course", "an applications course" to extend the taster course, "A micro applications" course introduces robotics.

Dick Orton, deputy director of CLEAPSE (Consortium of local education authorities for the provision of science equipment), convinced of the need for a Microelectronics for All course, was able to note at first hand all the items of new schools electronics teaching equipment coming onto the market. Recognising that most teachers would have little knowledge of electronics he felt that a highly structured course tailored to a range of teaching equipment would encourage teachers to take their first steps. There now exists a handbook defining a course intended for 3rd year pupils to be included in any slot in the curriculum, in order that it would be available to all pupils. The course leads from the simple concepts of digital logic and memory to the concept of the "stored program" microprocessor system. It is currently undergoing trials in a number of schools.

In 1979 the Middlesex Science and Technology Education Centre began with some DoI support to develop a Starting Microelectronics course.(See page 41 for a fuller discription of this course). One of the first examination syllabuses to appear which included a major study of Electronics was AEB A Level Electronic Systems. This was something of a spearhead and had to justify itself against frequently ill-informed, ill conceived prejudice.

The Cambridge Board now have a syllabus at A level in electronics (to be examined in 1984) and an A level technology syllabus which includes major study of electronic systems. This course is attracting much attention and the Bedfordshire Technology Bus concept pioneered by the technology adviser, Ron Denny, has been well publicized.

Evolution

Whereas A level courses began with a completely new well defined subject, O levels have tended to evolve from the electricity and electronics concept. Many were designed to be taught by physics teachers, who extended their knowledge and that of their pupils from the base of physics. Such courses are a part of a sixth form course for science pupils as a one year study to complement their A level work. Often these courses only touched on the digital electronics issue and so made but a small direct contribution to new technology awareness amongst their students.

The early experience with these courses has enabled the development of O and AO level courses which may correctly be titled Electronics or Microelectronics. These include the JMB AO syllabus to be examined for the first time in 1984, the syllabuses offered by the Oxford Board and the AEB syllabus which was first examined in 1982.

Like so many terms in education "control technology" means different things to different people. To MEP Microelectronic Control Technology is about the use of digital electronic systems to produce signals which operate devices external to the electronic processing block. In this context, for some the electronic processing block is simply a computer with VDU and keyboard. Such a study forms a useful basis to an appreciation of the nature of programmable control systems. However it belies the inherent simplicity of the control concept and the fact that the majority of micros are not used in the manufacture of "personal computers" but form part of dedicated electronic systems.

Simple system

In fact for "digital control" keyboard programmable input is by no means essential. A traffic light system may be controlled by a simple shift register or binary counter decoded by a simple combination logic system. Alternatively the control sequence may simply be described in the data contained in a ROM. In future many dedicated control systems will simply be ROM based. In the Microelectronics for All courses many approaches to control are adopted.

Some courses use controlled systems in which many different control programs are stored in ROM or EPROM and the pupil is able to select the "program" defining the control sequence required. Many different tasks may then be demonstrated using the same electronic hardware. (The CLEAPSE course uses this approach) Pupils able to cope with programming for themselves may be introduced to the "stored program control" concept and then given the opportunity to develop their own programs (The MEP "3-Chip" system embodies this approach). The majority of approaches to control utilise low cost systems specifically intended to be used for this purpose. Control Technology and Modular Technology are also the titles of GCE O Level subjects.

Examined by a number of GCE Boards with various approaches the uptake of these courses is increasing rapidly. The overall entry for the 1983 examinations will probably be of the order of 6000 candidates. Sometimes these courses have developed out of original CSE Mode III courses and may new versions of Control Technology at CSE are being developed. Two particular developments of particular note are the Schools Council Modular Technology Microprocessor Module and a development at Cowes High School.

In 1979 Dr. Roy Page (Schools Council Project Director of Modular Technology) commissioned Tim Pike of the Ramsden School, Orpington, to lead a group of teachers from the Bromley area in the task of developing a twelve week course in "microprocessor control". After deciding on an approach which would treat the microprocessor as a black box and would emulate control systems used in industry, no suitable hardware was to hand. A commercial company, Dataman Designs, of Dorchester, produced a system to the group's specification, now termed the MENTA. The course module was designed for pupils of below average ability as well as above and the schools trialled materials will be published shortly.

At Cowes High School "Microelectronics Technology" has become a joint enterprise involving the departments of Applied Technology, Science and Computer Studies. A course in control technology was developed with shared teaching responsibility.

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EXTRA

Wisest choices

Margaret Cox on assessing software

With the advent of microcomputers and the Department of Industry's scheme to get a micro into every school, there is an urgent need for teachers to develop skills in assessing the educational software now coming on to the market. There have already been many reviews of the software being developed by the Microelectronics Education Programme (MEP), and of other educational computer programs. It is very apparent from many of these that there is insufficient understanding of the needs of the teacher in the classroom and the suitability of computer programs to meet those needs.

Many reviews never even mention education, curriculum or learning gains. It seems to be more important to assess the length of program, how many pretty displays there are on the screen and how much it costs to be produced. What book review would be published based upon those criteria?

What the teacher needs to know before buying a CAL program/package is:

"Does it enhance my current teaching methods?"
"How am I going to use it in the classroom?"
"Does it fit within the course I am teaching?"
"Is it relevant to the topics I wish to cover?"
"Will it be worth dropping some other activity to include the program?"
"Can I use it as a simple demonstration, or in a flexible way for several lessons?"

It is assumed that the teacher will return to the producer any CAL programs purchased if they crash or are not robust to use. What teacher would pay for a textbook designed to self destruct when you turned from page five to page 11!

There are CAL programs being developed for schools in a variety of ways. Some are designed and programmed by a single author/programmer. Some are designed by a team of professional programmers. Some are produced by publishers, and some follow the Chelsea model of using subject based writing groups consisting of teachers, curriculum developers, l.e.a. advisers, subject speakers and professional programmers.

Some CAL programs are trialled extensively in schools in various ways before being published. For example, ITMA (Devon and Nottingham) have an ongoing schools trial period as the programs are being developed. Chelsea send CAL units for trial before they are finally completed for publication, but much of the development and evaluation is done by the subject writing groups first. Some CAL producers do not trial programs before publication but maintain that it is necessary to have them used in many schools before their educational worth can be known. Most published software is tested for reliability and should be sent back if it doesn't work.

Unlike written materials which have been used since schools began, there is very little understanding of the effects of CAL programs on the learning gains of students. Some research has and is being done, but so far there are only a few conclusions which might help the designed program. Until we have a much wider experience of computers and a greater understanding of learning there is little chance of assessing current CAL programs in relation to positive learning gains. It is therefore important to know how a CAL program can enhance the teaching in the classroom and a perform as an additional teaching aid which is worthwhile adopting.

When considering purchasing it CAL program there are several educational points which the teacher can look for. For the primary school teacher the use of the microcomputer can often be more flexible. There is scope in the primary school classroom for the large package which can be used as a class demonstration (or with small groups) such as LOGO, data retrieval programs, or text editing programs. Small CAL programs such as those based upon structured reinforcement can be very valuable for remedial work or as one of the many activities being carried out in the primary classroom. Before purchasing a CAL program a primary teacher should consider: How many ways can it be used in the classroom? Is there a teachers' guide providing information on how to use the program? Can the program be altered to make it more flexible to meet individual teacher's needs? Are there pupils worksheets to accompany the program?

If the teacher needs some criteria to assess whether the price is right, it should be based upon the educational content; meeting the teacher's needs and whether it holds the interest of the pupils, not on how long it is or what graphics it has or hasn't got.

For the secondary school teacher there are often more constraints because of the tighter curriculum and the emphasis on an exam-based timetable. The content of many secondary school courses beyond the third year is chosen to meet the requirements of O level, A level, CSE or City and Guilds' exams. It is therefore difficult for the teacher to incorporate the use of the micro into the classroom unless the CAL programs are immediately relevant to the course being taught and can justify dropping some other activity to find time to use that program. Yet the school curriculum should be dynamic to meet the changing needs of society.

One important aspect of a good CAL program is its flexibility. It can be designed to fit into the existing curriculum but also to extend the curriculum and introduce new ideas both to the teacher and the students. This flexibility can be obtained by having a very open-ended program which allows the teacher and students to follow a variety of learning paths through it. Additional flexibility can be produced by providing sections of the program which the teacher can change without needing programming skills.

Because few teachers have yet had experience of using CAL in the classroom, it is necessary to provide ideas and guidelines with a CAL program. It is also important that the program is based upon sound theoretical models where these are needed. A good science teacher, for example, will soon be discouraged from using a CAL program if the content is trivial or scientifically unsound.

The development of educational software therefore requires a number of skills:

- Teaching expertise to produce ideas revelent to subjects taught.
- Subject expertise to provide authentic models on which the program is based.
- Curriculum development skills to produce ideas for a dynamic curriculum.
- Expertise in the educational design of computer assisted learning programs.
- Software engineering expertise to produce robust, reliable and imaginative software.

It would be difficult to find all these skills in one or two people. The development of CAL units by groups or projects will probably be the most valuable for some time to come. In spite of the fact that most of us can read from the early age of five or six, very few people write educational textbooks. It is therefore unlikely that many people will develop the skills to produce good educational software.

The best way to evaluate the software available is to spend time running through it, reading any supporting materials and trying for yourself. Each MEP regional information centre and many l.e.a.s now have good supplies of educational programs where teachers can try them out and explore their possible uses in the classroom.

Margaret Cox is project director of the Computers in the Curriculum Project at Chelsea College.

Logo rhythms

Rhys Gwyn reviews some versions of Logo

I first read reports of LOGO two years years ago, and began pestering Texas Instruments to help me test it. They knew that in Logo they had an important – but imported – educational product, and were receptive to the need for a UK try-out. They generously made available six sets of equipment and the Logo chip in time for a trial launch during the summer term of 1982, with a more extended try-out since.

I emphasize our use of the TI 99/4a computer for Logo not merely because I am indebted to them for their support, but more importantly, because I feel it important that schools should realize that there are a number of different Logos coming on to the market.

About these, it is essential to realize that Turtle graphics are not the be-all and end-all of Logo. Briefly, through Logo it is also possible to manipulate numbers; lists of words; "sprites" (program modules which carry coloured shapes about the screen), and "tiles" – which are static sprites.

In the United States there are two broad Logo families, and much of the vocabulary is shared. These are the Apple and Apple-related versions, and the Texas Instruments. A recent analysis in *Byte* magazine suggests that the Apple versions have the edge where Turtle graphics and list-handling are concerned, but points out that only TI has the sprite and tile modes.

Apart from the Apple, most of the Logos now beginning to be available here *appear* (the situation is in a state of evolution) to be offering Turtle graphics only. One or two of these are not Logo at all, but Logo look-alikes written in BASIC and thereby limited. One intriguing question is what forms the Sinclair Spectrum and Acorn/BBC versions of Logo will take.

Our experience suggests that the full graphics version of Logo, as implemented on the TI 99/4a, has a great deal to offer. (I do not yet feel qualified to comment about the TI versions list-handing capabilities).

Comments from colleagues in four primary schools and my own experience of teaching Logo to top juniors reveal several findings. First, there is no doubt of Logo's accessibility to children. A basic vocabulary of commands such as Forward, Back, Setspeed, Setheading (all of which can be abbreviated) is easily mastered.

The second point is that Logo is highly motivational. Simply messing about with shapes – having 10 green rockets firing at 10 red planes and 10 black spaceships, all at different speeds, then changing the colours or shapes or speeds without halting the action – is great fun. But to do anything constructive – which my group at Broad Oak Primary wanted to very early on – demands that we think about relative speeds, about direction headings or, for example, about X-Y coordinates.

Third, the claims made by Papert in *Mindstorms*, however headily expressed, are well-founded. Logo is indeed a very powerful tool for learning. The fact that the primitives can be used to build up the vocabulary, and that this process is practically limitless; the idea of working out solutions, rather than knowing or not knowing instant "answers"; and the idea that mistakes are neither uncommon nor disgraceful: these give children a powerful and supportive environment in which to develop learning competence.

My last point is that Logo is highly stimulating for interaction between children. My French colleague Gerard Bossuet argues strongly that children should be encouraged to work in groups of three or four at solving Logo problems of their own or others' setting, and my own observation bears out the fascinating dialogues which can ensue.

These are only some findings to date. When the floor Turtle becomes available for the TI machine in the UK later this year, I look forward to some exploration of links between Logo and PE, movement and drama. This has already started elsewhere. There will be applica-

continued on next page

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EXTRA

Local program

Margaret Johnstone and Russel Wills on teachers as programmers

Appropriate, robust and accessible software seems to be considered the key to successful usage of a microcomputer in a primary school classroom. In the author's view, based on two and a half years' observation of primary school teachers, their pupils and the microcomputer, the teacher's organisational and managerial skills are equally important, as is the teacher's confidence in handling the microcomputer. On the other hand, initial reactions to a microcomputer, especially by teachers less convinced of the automatic (but unspecified) advantages of such a device, must hinge on the software seen.

At the beginning of the research work (see Elder R., Gourlay J., Johnstone M., and Wills R., *Microcomputers in Primary Education*, Dundee College of Education, 1982. Price £1.50), little educational software was available even for the CBM/PET, the microcomputer chosen for use in the project because of its availability, price and background of trouble-free use in primary schools. This software was criticised by teachers on both technical and educationnl grounds. The former might have been remedied by the project programmer; the latter led to total rejection.

Programs were obviously needed, a project programmer was employed and at least two sources of ideas were open to the researcher. These were the teachers themselves, and those college staff with some experience of microcomputer use.

Ideas from the teachers tended to be expressed in general terms, and directed towards remediation or consolidation of work perceived as difficult for the pupil – or the teacher. Ideas from college primary methods staff tended to be expressed as an integral part of an overall theme or topic, with texts, illustrations, sound tapes and possibly games all suggested as part of the overall theme. The preparation of such wide-ranging material involved a great deal of work only indirectly related to the microcomputer itself, and in the end proved too expensive in terms of time and resources to undertake in full.

A third source of ideas did appear. Concurrently with the research, evening workshop classes were being run for primary school teachers by one of the research co-directors. Those teachers who did attend came from a variety of schools and had in common an interest in the microcomputer, in some cases a more persistent interest than in others. The aims of the workshop sessions were threefold:

- To give primary school teachers the confidence to handle a microcomputer;
- To present a range of software to the teachers, with emphasis on the "tuning" of programs by the teacher to suit a group or an individual pupil. Not all educational software allows teachers to select within the program the difficulty level to match pupil need, of course;
- To give as many of the teachers as possible the skills to allow them to undertake data alteration. To achieve this objective a certain amount of simple BASIC programming had to be taught.

"Skeleton" or virtually content-free programs were especially written for the workshops by the project co-director involved. These gave the teachers practice in data alteration and allowed them to "re-write" the programme to suit specific pupil stages. These teachers were also able to borrow college PETs on short-term loans to use with their pupils. This group thus formed a band of competent operators, who could provide further evaluation of programs written within the research project, and of programs bought for use in the final stage of the project.

From within the workshop group of some 30 teachers in different sessions, an ad hoc "ideas group" of three teachers emerged, who worked unpaid and in their own spare time with the researchers. At general brainstorm sessions potential program ideas were suggested and criticised.

If the idea survived, it was finished off, polished and taken out for field testing – at which point further defects might be seen. This laborious, time-consuming process required a programmer able to work in partnership with classroom teachers, but above all it required a group with the will-power to discard material even at a late stage. The whole process was productive of some rather mundane programs, perhaps because of a need to meet some common denominator, but programs were produced.

The ideas which were retained for "private" work were not subjected to the same critical process. Of the two group members who attempted to write their own programs one found that her skills did not meet her expectations of a finished product; the other adjusted his expectations of the screen product to accord with his skills. The results were not really programs that any relatively unskilled teacher could use, and they had cost their authors a great deal of time and effort put in largely in spare time.

It should be noted that the evaluation by the workshop teachers was carried out in an unnatural situation. The self-imposed demands of processing as many pupils as possible through as many programs as possible within the short period of the loan led to few repeated uses of the same program. Nevertheless, some consistent results emerged.

- the reinforcement of basic skills in language and in number work, e.g. spelling, tables, etc;
- the remediation of specific pupil weaknesses, utilising the motivation of microcomputer work, again with reference to basic skills;
- the extension of pupil abilities by means of vocabulary games, competitive use of number programs, logic games, etc.

The faculty to create a program entirely applicable to the class stage, or the individual pupil, or to the current project merely by altering data was greatly appreciated by all the teachers. This included those for whom the programmer altered data on request. The emphasis placed by teachers on the usefulness of data alteration encouraged the project programmer to include in her programs routines designed to make such alterations simpler, and REMs (REMARKS to the person reading the program listing) to clarify the workings of the programs.

Besides this better matching of program material to pupil, the teachers – and pupils – gained great



satisfaction from our program.

At the start of the final phase of the research, some programs had been written within the project (8), some had been written for the workshop classes (6), and a further number had been obtained commercially (*34*) or through the re-writing of public domain material (3). The six Phase *III* classrooms were observed in detail as their teachers and pupils worked with the microcomputer *and* the software provided, all of which had been found acceptable in Phase *II* of the project.

All the teachers expressed themselves as reasonably satisfied with the programs provided, but requests for data alteration were few. In their initial training, the "conscripts" were not expected to cope with data alteration; the programmer offered this service on request. In the event, one of the teachers eventually had a group of pupils doing this task for him (taught by the observer during lunch breaks).

Another two had taken this up themselves, also involved their pupils in data collection, collation and categorising, besides introducing them to some simple programming. Materials for this were prepared by the teachers, and in each of these cases a great deal of work was undertaken after 4 o'clock or at home. Of the two teachers in question, one felt that program or data alteration was the limit of his ability – although in fact he wrote simple programs as examples for the pupils. The other was determined to write her own programs, and spent a great deal of time dissecting subroutines and attempting fairly complex work on her own.

Primary schools have traditionally been places where the interest and enthusiasm of the staff is relied on for the creation of supplementary work materials. In relation to a microcomputer, this could be done with "skeleton" programs, i.e. acceptable software, produced professionally – given teacher training, timetabled free time and microcomputer access. Such programs could then add a specific "made here" dimension to more general usage. This was the view of the majority of the ever-increasing number of teachers attending workshop groups.

A minority, perhaps one in ten, saw teachers as programmers for the school. The effort involved in this would place enormously high demands on teacher time, persistence and intellectual ability. Is this worthwhile when the end results may be very "home made"?

Would it be more productive in the long run for schools to make an outlay on commercial programs, and to use the teachers' skill to update, adapt and renew the school software library? Integration of a microcomputer into a school or classroom may well depend on the existence of appropriate software as well as on teacher skill and teacher interest, but if appropriate means only usable by the author of the program then integration will not be achieved.

Margaret Johnstone and Russel Wills work at Dundee College of Education.

Logo rhythms

continued from previous page. .

tions at ESN level . . . the possibilities are endless.

One warning is called for. Logo is easily acquired by pupils and teachers, but if Logo is to be used fully, there is considerably more to it. From the teacher's point of view, the language needs to be studied in a broader perspective than is required by the children, and this takes time, a fact which may be obscured by the simplicity of Forward, Back, Right and Left and so on.

Fundamentally, Logo allows young children to acquire and manipulate some of the most powerful tools of computing: the concepts of linearity, of testing, of repetition, of procedure-building and of recursion. None of these is difficult, but teachers need to reflect upon them within context.

The name of the game, urgently as in so much to do with IT and education, is still in-service teacher training.

Byte magazine. (US). August, 1982 issue devoted to Logo (vol 6 no 8)

Papert, S. *Mindstorms*, 1980. The Harvester Press

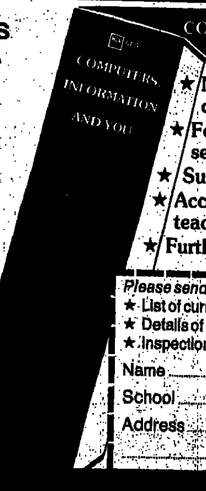
Bossuet, G. *L'ordinateur à l'ecole*, 1982,. Presses Universitaires de France

Didsbury School of Education (799 Wilmslow Road, Manchester M20 8RR) will be running one-week introductory courses in Logo during the last three weeks of July 1983. Details from the author.

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Target areas

Mary Hope on software for children with special needs

In the part of the Microelectronics Education Programme concerned with special education we have set ourselves an array of questions that we feel we ought to tackle in a short time. These include "how do we tell teachers about the uses of micros?; how can we encourage organisations/advisers etc. to set up awareness courses?; how can we stop teachers spending hours of time producing programs of limited use, that anyway have probably been produced elsewhere"? All of these are valid and must absorb some of our energies.

However, I now feel that the one question against which the success of his part of the programme must be judged is: *have we produced software that helps teachers teach difficult areas of the curriculum*? It is not enough to produce elegantly packaged, technologically sophisticated software that teaches areas of the curriculum that teachers have never found particularly troublesome. If the same thing can be done with workcards / paint / clay / blocks then we must question why we want to use expensive and complicated equipment.

We must beware of practice for the sake of practice, and ensure that the repetition continues to serve an educational purpose. Giving the child almost endless examples is a weak use of microcomputers. The stronger application is something that was difficult or not possible before, and this is what we must look for in software in special education.

There are at least two assumptions behind this. One is that areas the teacher finds difficult to teach also cause learning difficulties for the child. The other assumption is that teachers of children with special needs have an explicit enough curriculum framework so that they are able to point to areas of teaching difficulty.

So the way forward is first to identify areas of the curriculum that are difficult to teach and to assess how the currently available software meets this need; secondly to devise and produce programs to fill the gaps.

I would like to ask any readers who teach children with special needs (but may not necessarily have used micros) to send me their views on which areas of the curriculum are difficult to teach? As we are concerned with the production of software it is important that any comments are at the right level of specificity; i.e. to offer "transfer of learning" or "generalisation" as a problem is less helpful than descriptions such as "teaching children to write more complex sentences using adjectives and adverbs" or "teaching place values".

These responses will contribute to the first stage of a six month project about to be started under the MEP. This will involve identifying areas of teaching difficulty and currently available software that might help, testing these out in schools so that we have some evidence about whether and how today's software can help the special education teacher, and finally producing some specifications of programs that are needed to ensure that the micro can make a valuable contribution to the teacher of children with special needs.

One of the limitations of this "problem-solving" approach to the production of software is that it does not take account of those areas of the curriculum which are not currently taught, but are made possible by the availability of micros and suitable software. Two such areas are "asking the right question"s (i.e. information retrieval) and "thinking skills". I would be surprised to find headings such as these on a curriculum plan, but it is likely that these skills will be as necessary as the three Rs in the years to come.

Some software for the teaching of these is now available i.e. various forms of LOGO for "thinking skills", and although there are very many sophisticated information retrieval packages, only a few (SEEK, devised by the ITMA team and available from Longmans; QUEST, a simplified version of Microquery, available from the Chiltern Regional Information Centre at the end of February; and Factfile, available in the BBC Micro Primer pack) are simple enough for special education.

Another exciting prospect made possible by microcomputers is to give slow learners more opportunities for creative writing. It is now possible for children to be unimpeded by the mechanics of controlling a pen and the need for multiple copying to produce a presentable version; and soon we will be at the stage of having a spelling checker and a thesaurus to enable the ubiquitous adjectives like "nice" and "good" to be replaced by more vivid descriptions.

Although it is not possible to teach these new areas we have little evidence that schools are doing so, and we are finding that the micro is mainly being used to practice skills rather than to learn new ones. (Where practice is needed there is no doubt that this can be beneficial, but we must be wary of leaving children for long periods to do matching, discriminations or simple computation merely, because it absorbs their attention.)

The most alarming anecdote of misuse of the motivational power of the micro is of the classroom where children were allowed to run a program practising number work as a reward for good behaviour, the program being way below their abilities and serving no purpose other than entertainment.

By dwelling on what needs to be done and present misuses we are in danger of forgetting all the exciting work that is under way, and underestimating what has been achieved. There are now four Special Education Microelectronic Resource Centres. at Newcastle, Manchester, Bristol and Redbridge, London (the addresses are given below); over 20 curriculum development projects sponsored by MEP; there are frequent courses for teachers on the use of microelectronics in special education; and the Department of Industry is providing some hardware for handicapped people.

In many ways there is every cause for optimism. There is enthusiasm at every level of the educational system and within the limited resources of MEP, the DES is supportive of special educational projects. There are two pitfalls that we must avoid for during the next year or so. The first, less serious, is that the majority of teacher training courses continue to be at the awareness level (i.e. metaphorically, "taking the micro out of the box") when we ought to be moving on to giving teachers the skills and confidence to useful use software in their teaching.

In other words teachers need the opportunity to go on short, possibly two day, courses that will give them enough hands-on experience to enable them to take the school micro and feel technologically competent. A part of this they need to consider if, and how, the available software can contribute to the curriculum.

The second, and more serious, potential pitfall brings us full circle to the question of whether relevant software will be available to special education teachers. The responsibility for answering this crucial question must be shared between teachers (who need to clearly state where they need help), the DES (who through MEP need to provide the resources) and those people (like myself and SEMERC managers) who are paid by MEP to initiate and develop work in this field.

If we succeed in harnessing the power of the new technology for children with learning needs and their teachers the benefits could be enormous.

The addresses of the SEMERCs are: Manchester SEMERC, Manchester College of H.E., Hathersage Road, Manchester M13 0JA.
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Newcastle SEMERC, Newcastle Polytechnic, Coach Lane Campus, Newcastle Upon Tyne NE7 7XA.
Redbridge SEMERC, Dane Centre, c/o the Teachers Centre, Melbourne Road, Ilford, Essex IG1 4HT.

Mary Hope is director of the MEP Special Education Project at the Council for Educational Technology, 3 Devonshire St, London W1N 2BA.

Jack Cross on 'Starting Electronics'

Inside the black box

Starting Microelectronics is the result of three years' work by the SATRO (Scientific and Technical Regional Organization) based at Middlesex Polytechnic at Trent Park.

Introducing it John Butcher, Parliamentary Under Secretary at the Department of Industry, said, "I believe we need more curriculum material which gives hands-on experience, takes a problem-solving approach and allows pupils to develop their decision-making and communicative skills by working in small groups". It has been aimed at 13-14 year-olds who have not yet settled on their subject options. In the 23 trial schools, a larger number of them have chosen to take physical sciences at 16+. A significant proportion were girls.

Four teacher/authors described how the teaching materials and kit – "breadboards", resistors, diodes, capacitors, information circuits and so on (all made available by manufacturers at discounted prices) – has been used in their schools' laboratories.

The emphasis is very much on the construction of what one of the authors called "sophisticated fun things". In the first lesson, pupils made an elementary radio which, a fortnight later, after the introduction of more components like a chip and an amplifier, was turned into a tuneable medium wave receiver.

Phase Two introduced a number of new electronic "building blocks" – resistors, capacitors and the Schmitt Trigger – to enable the groups to build oscillators, counting and timing devices, a warning light and an electronic organ. "When they all started playing different tunes at the same time we had to pull the plugs or we'd never have heard the bell."

The addition of logic gates, a binary counter, new chips and a digital



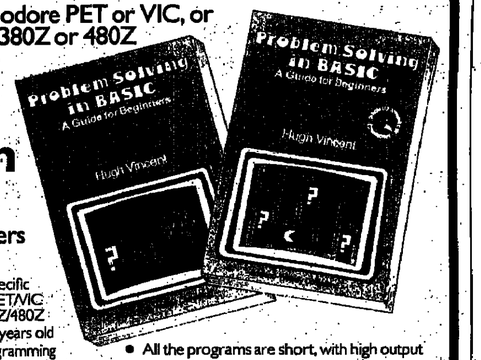
display, coupled to a light detector, led to the construction of a lap counter for racing cars, an electronic stop watch and a burglar alarm.

Gerald Smith, the project director, said, "We've taken the mystery out of the microprocessor by showing what goes on inside the black box. This twelve-week course is only the beginning. The team is considering the linkage of a home-made computer to control mechanisms and an investigation into fibre optics and other high technologies".

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Graphic learning

Derek Ball on Prolog

In recent months, several articles in *The TES* have referred to the computer programming language PROLOG. They have usually suggested that Prolog is an important language of the future. At the time of writing the only machine commonly found in schools and for which Prolog is available is the RML 380Z.

The version of Prolog available for this machine is expensive, and does not support graphics. However, in the very near future, graphics versions of Prolog will be available for the Sinclair Spectrum and for the BBC Micro, so it seems timely to discuss in more detail what Prolog is and what it can do.

Mike Thorne, writing in *The TES of November 12, 1982, suggests that,* if Prolog is to become widely used, the new versions will need to be much simpler than the current 380Z version. The lack of graphics support is a serious limitation. I have added graphics experimentally to my own 380Z version, and have been investigating some of the classroom possibilities opened up by this development.

Readers familiar with teaching programs written in Basic may perhaps find it hard to comprehend the potential of a language such as Prolog. Programs for the classroom written in Basic are either like workcards, with which you do as many as you can and see how many you get right; or they are like films, OHP transparencies, games and demonstrations, in which the program provides a situation to discuss and the teacher uses the computer to demonstrate a point or to stimulate discussion. Prolog on a computer is much more like a set of Lego or a piece of squared paper.

A Prolog learning situation can have all the flexibility of this kind of learning resource while offering a much wider range of opportunities to the teacher or the student than is normally available with a Basic program. Yet, a Prolog situation, unlike a box of Lego, also has the advantage that what is offered is easy to modify, and can be structured by the teacher to push the learner or learners in particular directions.

To return to an earlier metaphor, it is easy to do the equivalent of selecting a subset of the Lego pieces for a particular purpose, and of offering the learner collections of pieces as prefabricated modules.

In his book *Mindstorms*, Seymour Papert talks about using the computer to provide "microworlds" – or learning situations in which a particular set of skills or concepts or ideas can be explored.

When used in this way, the computer does offer a learning experience similar to that afforded by a box of Lego, but whereas the practical experiences provided by Lego aid the development of number and spatial concepts, Prolog situations can aid the development of logical concepts and procedural thinking.

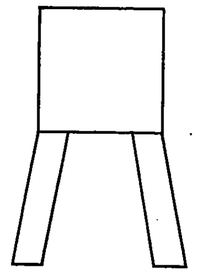
There is a big difference between a Prolog situation and a traditional learning or teaching program written in Basic. In a Prolog environment, the level of sophistication of the teaching or learning can be easily changed (as is the case when using a box of Lego). With the Basic program the teacher and learners generally have to operate at the level prescribed by the program writer.

Prolog can be used to provide situations for individual learners or for a group of learners with a teacher. Here are examples of two such situations. Both use graphics.

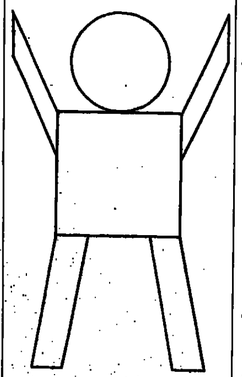
The first example enables pictures to be defined, modified and copied on the computer's screen.

Let us suppose that we wish to draw a man. We many start with his body, which can be defined using a cursor. A square can be used for the body.

We can now define the left leg in a similar manner. Moving the leg into position on the body is achieved by using commands such as "down left-leg", and "left left-leg". To produce the right leg we can use the commands: "copy (left-leg as right-leg)"; "reverse right-leg". The "right-leg" can then be moved into position.



Similarly "left-arm" can be defined, and copied and reversed to produce "right-arm". It is useful to have a circle available, since circles are difficult to draw. The commands "draw circle", and "copy (circle as head)", can be used to produce the head. It can then be moved into position to complete the drawing.



Commands such as, "thinner body" "fatter head", and "taller left-leg" enable shapes to be modified. Finally the whole "man" can be assembled with this command: "compose (man using body left-leg right-leg left-arm right-arm head)". Having built our man we can move him about the screen with commands such as: "left man", "up man" – and copy him with commands such as "copy-left man".

The amount of movement produced by commands such as "right man" or "left body" may be varied using the commands "bigger steps" and "smaller steps". A group of children with whom I was using the program experimented with the drawing by changing the size of the man's head, the shape of his legs and body, and by moving bits of him about the screen.

This kind of language will be used increasingly to communicate our wishes to a computer. Situations such as the one just described can introduce children both to the language and to the kind of thinking that such a language makes possible.

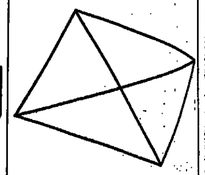
At this stage it is impossible to predict with certainty how this will help with the learning of school subjects in which procedural thinking is important. But it is also impossible to measure the extent to which playing with a box of Lego at various ages may help the learning of mathematics or other school subjects.

The important feature is the Prolog's flexibility. Any of the facilities described, and many others, can easily be introduced into, or removed from, the situation currently on offer. Another very important way in which Prolog differs from Basic is that with Prolog there is never and distinction between writing an applications program and programming because the language commands are available to the user at all times. It is almost impossible for learners not to begin programming as a natural activity sooner or later.

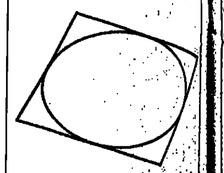
The example shows ways in which Prolog can be used in classrooms in the near future. The possibilities opened up are so great, and so different from those afforded by a conventional programming language such as Basic, that at first it is very difficult to comprehend them.

In a few years' time we may be using software that enables both teachers and children to control computers with ease and to set them to do what is wanted in the way required. Computer use will no longer be dictated by the writers of software. Computers will then surely have become "child's play" – appropriately so, since it is through such play that much of our most significant learning occurs.

Derek Ball is lecturer in education, mathematics and computing at Leicester University School of Education. He is also author, with Andrew Nash, of An Introduction to Microcomputers in Teaching, *published recently by Hutchinson.*



Having produced a square, if we use the commands: "turn square" and "enlarge square" we produce this illustration which may teach a great deal about the diagonals of a parallelogram.



A more sophisticated exercise is the place a square inside a circle, then "turn" both and make them "grow". This enables a young child to draw pictures and a sixth-former to learn about the properties of an ellipse.



The user chooses the number of dots that is to be distributed around the circumference of an invisible circle. The user can give instructions as to which dots are to be joined, either within one circle or between different circles. This activity can be presented neatly in Prolog and the patterns drawn rapidly on the screen.

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Concepts for life

G Bickerton on electronics and microelectronics in the primary school



Children in primary schools aged between 5 and 11 years old are at the most distant point educationally from entering the world beyond school which means that we need to look deeper into the crystal ball when trying to provide them with skills, knowledge, concepts and attitudes that they will require for life in 10 to 15 years time. "But electronics contain concepts that are too difficult for primary school children" is often a reply. Most certainly, if they are introduced and taught in the manner of 30 years ago. Algebra was once only for the grammar school child, statistics for A level maths and set theory and logic the province of the university. In infant classrooms today very young children do elementary statistics, sets and logic and cope with algebraic equations.

We have found that the minds of very young children can accommodate concepts, hitherto considered too advanced, if consideration is given to the mode of presentation and the materials used. Experience of the past three years suggests that children of around nine have little difficulty with the fundamental concepts in electronics providing they are introduced to them in a sensible way.

What is the sensible way to teach electronics? To use the child's fascination with technology and his/her, desire to find out.

We should provide children with experiences and help their minds form a model that allows them to think about electronic components and what happens in a circuit. For this they will need some teacher input of knowledge, but most of all they will need to be asked thought provoking questions that will deepen their understanding. At the end of the day children should be excited by electronics and use their acquired knowledge in a creative way to implement their own ideas. While I am aware that there is a wider need for children to analyse the new technology they see around them, I would like a child to have enough knowledge to enable it to implement its own idea – "I want to make it do ..." Educationally this is a long way from joining wires 5 and 11, 6 and 21, 7 and 13 and then standing back to see what happens.

As I tentatively explore the possibility of microelectronics with young children I see the application in other, more traditional areas of the primary curriculum. As children explore the outputs of a TTL 7490 chip and use the output port of their computer to switch on traffic lights, binary, arithmetic suddenly has a purpose. Working out resistor codes will deepen an understanding of place value and reading the scale of a multimeter is a practical application in primary maths.

Perhaps it is in the area of remedial education that electronics might make a most significant impact. For intelligent 10 year old children who for one reason or another have had a struggle with the early stages of reading and writing electronics can offer them a fresh start. The work is practical, and while it makes demands upon their thinking skills, it does not involve reading and writing.

The number of children that I find excited by this new language of electronics continues to surprise me. It is too early to suggest that there is a transfer in improved reading and writing skills but a new confidence in their own ability must aid personal growth.

The major problem is not whether we ought to introduce microelectronics to primary children, but now? There is a parallel to be drawn with the introduction of computers into primary, and indeed secondary schools. Very quickly it was realized that there was a need to retain treachers to accept and accommodate this new technology.

Without a knowledge of opportunity that a computer presented, teachers were in no position to exploit the enormous educational potential of computers. Unfortunately, in some people's eyes the equation is seen as microelectronics computers. Consequently the educational opportunities presented by electronics have yet to be explored.

If we are to gain the maximum educational advantage from the new technology then inservice training of teachers is urgently required. Merseyside and Cheshire MEP coordinator, Roy Johnson, has launched a course specifically for primary teachers entitled "Getting started in electronics" (see page 36) and it could well be that the primary sector will be the most fruitful in the long term: primary school teachers tend to be creative and innovative in their approach. The schools do not suffer the exam pressures of the secondary school and the "lead in" time for new courses is less. The BBC, is expected to produce a radio series of electronics for primary schools starting this Autumn. A primary teacher can order the pamphlets in July.

But what will be the effect of this upon the secondary school curriculum? At the moment it is safe to assume that children entering secondary school will have virtually no knowledge of electronics and courses can be constructed accordingly. Will it create difficulties when some children arrive already designing circuits and are into ICs and computer controlled robots? But if we are to serve the future needs of our children, teachers need to accept the challenge that change presents and the primary school is as good a starting point as any other. If nothing else, it will make us aware of this rate of change and sensitive to the problems that it is likely to cause to society in general.

'Experience of the past three years suggests that children of around nine have little difficulty with the fundamental concepts in electronics'

G Bickerton is headmaster of Alsager County Primary School, Alsager, Cheshire.

Information source

Jean Beck reports on developments in Prestel

Information is only useful if it can be made available to the right person at the right time. But the quantity of information in the world is doubling every few years, and the new technology is making it available to many more people. If we are to live in a society where equal opportunities are available to all, the use of the new technology must not be restricted to a privileged few.

One information source is the PRESTEL database, which has been used in business and commerce for some years. Its use in education and the home has so far been limited by cost, but at the time of writing Prestel is developing a very attractive package for the domestic user which will undoubtedly increase its use in the home.

There is also a strong possibility of a package for education from the Department of Industry. This would include help with buying the necessary equipment and software, and a reduction in the overall running costs.

The Council for Educational Technology has been involved in the use of Prestel in education for some time. Their current activities include:

- An educational database
- Exploitation as a teaching and learning resource including: information on educational technology and a curriculum index
- A telesoftware project: about 25 educational institutions are testing the use of Telesoftware in education
- A starter pack for new users
- Development work, including electronic publishing, Gateway, and improvements to the system including work on tariff structures.

The Prestel database is now available to business, education and the domestic user. A variety of packages and devices enable the user to access the Prestel database either directly through a dedicated Prestel set, or using a modem or acoustic coupler with a microcomputer and the telephone.

At the moment the cost of an acoustic coupler and the relevant software is about £160. It is hoped that the Department of Industry scheme will give 50% of the cost of equipping schools with Prestel and help with the running costs.

The costs of Prestel have been a major problem for education. Using the telephone in school is often very difficult also, but in assessing relative costs, other factors have to be considered.

Among the advantages are up-to-date information; the relatively high cost of finding some information using traditional methods; savings in purchasing some annual statistical books.

Whilst not wishing to camouflage the obvious costs of using Prestel one must evaluate the kind of information provided by the database, and sometimes it is the best and most economical way of finding information. At other times it is not the best way, and professional decisions need to be made about when and how to use it. The CET has developed an Educational Curriculum Index to guide the user to pages of information in particular subject areas.

It is impossible in an article such as this to cover all aspects of the Prestel Database. If one accesses Prestel using the school microcomputer, an adaptor, acoustic coupler, or modem with the relevant software, there are four main services:

Information on the Prestel Database

This can be accessed directly for immediate use, or frames can be stored on a disc, linked together using the Local Viewdata program, and subsequently used in the classroom or by individual pupils without further cost.

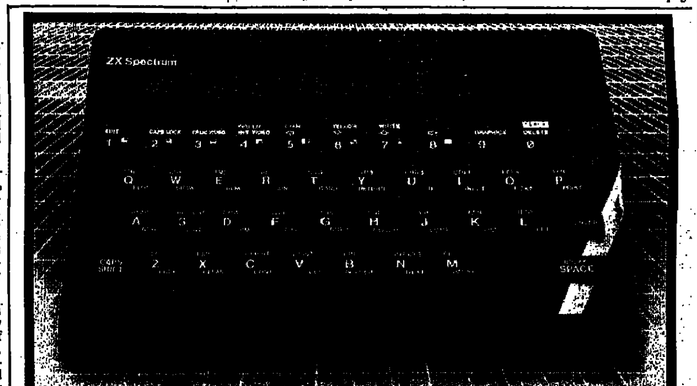
Valuable information can be found in all subject areas. Up to date statistical information, not easily available in education before, is very important.

If the school microcomputer has a printer, a hard copy of the information accessed on Prestel can be taken.

Telesoftware

CET are trying out Telesoftware in several educational establishments. A library of computer programs is stored on the Prestel database. Teachers can access the library, select a program, and download it immediately on to a disc in

continued on next page



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TES1

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Peter Bishop

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The IMC-2 Simulation System runs on the RML 380Z disk and BBC Model B disk microcomputer and will be available in March at approximately £20. A fully explanatory booklet with order form may be obtained free of charge from M W Soper at the address below.

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Shipwrecked off Rio

Deryn Watson on Computer Assisted Learning in a changing curriculum

"Why do we keep getting shipwrecked off Rio?"
"Perhaps we should go further south before we turn west!"
"Do you think it is always that windy off Rio?"
"I don't know; how can I know?"
"Let's run it again, but start sailing in a different season."

Such a dialogue has taken place amongst 13 year olds whilst using a CAL unit called WINDS – a sailing ships game". This is a simple simulation of the wind belts and their seasonal shifts. A hard topic to teach in the classroom, this program enables the pupils to assume the role of sailing ship captains, attempting to navigate between key ports.

At first sight such a program can fit into certain standard categories of CAL with which we are already familiar:

- It is a simulation, enabling the pupil to emulate a reality that is not available to them;
- It is encouraging direct interaction and so enhancing active rather than passive learning;
- It follows the path of discovery learning – "What would happen if we tried to sail westwards past Cape Horn?"

I believe that it also shows us very much more; it is a chink of light in the doorway ensuring that CAL can be closely related to discussions on curriculum development and change.

The humanities section of Computers in the Curriculum has become increasingly interested in the role that CAL can have in the changing curriculum. The first initiatives took place in 1980 when it became apparent that CAL units which covered areas of the existing curriculum in a relatively random way, were not necessarily helpful to the teacher. There may be only two programs that they want to run in a year that relates to their syllabus. Of more use would be a suite of programs that enhance a particular area of the curriculum.

At the same time, because of the time it took to develop sound education software, trial it in schools and debug it, the development process was lengthy. Thus it is that 25 humanities units that have taken three years to develop will be published in March. Such software must not reflect yesterday's classrooms, and so it is necessary to look towards those innovative curriculum projects that were producing materials for the mid-eighties. It would be exciting if there were a suite of CAL units developed in tandem with an innovative curriculum project, that matched the philosophy and that therefore encouraged teachers to consider CAL to be an integral part of the whole.

Accordingly there are now three such writing groups producing software that relate to the following projects: the Schools Council Geography 16–19 Project; the Economics Association 14–16 Project; and the Schools Council History 13–16 Project.

Teachers who have been associated with each project have formed the membership of the Computers in the Curriculum writing group; they have been joined by programmers and members of the central team with some experience in CAL design. The resulting work has been enormously exciting. Discussions range from the value and management of gaming as a technique of teaching in economics to the difficulty of giving 14 year olds practical and interesting experience of hypothesis testing in history. At every stage of the design of the program and its support material, the curriculum content and issues have dominated.

This is not new for the CIC Project which has always been concerned to develop material that can be seen to be relevant well within the curriculum. Nevertheless it is exciting to hear of similar curricular concerns being discussed by members of the quite different subject disciplines. Thus, although these initiatives are subject-based, there is clearly room for CAL in the future to be considered when discussing global, or general, curriculum development.

Let us consider an example. The Geography 16–19 Project specifies that it adopts an approach to Geography developed through the implemented by enquiry based learning. This accords with the approach of both the historians and economists. For all three, the computer is proving a useful resource which has two particular attributes that take it beyond the enquiry-based simulation:

- The facilitator for role play which encourages the active involvement of the pupil in the simulation
- The encouragement of decision making

Role playing and decision-making are elements that occur ever increasingly in discussions that relate to learning and the future curriculum. Issues such as study skills, communicative skills and value education can run parallel to discussions relating to disciplino-centred knowledge and preparation for the world of work.

The potential of LOGO already has been highlighted. But I would suggest that we should be happy to design material, although subject specific in content, whose primary aim is to encourage a learning methodology, such as role-playing.

Thus we should be sure that CAL has a role in all discussions that relate to the changing curriculum and not attach it to firmly to that of the present.

"Sailing ships Game", Ian Kilbey, Computers in the Curriculum Humanities Material; Longman March 1983.

Deryn Watson is Assistant Project Director (Humanities) with the Computers in the Curriculum Project which is based at Chelsea College.

Information sources

continued from previous page

the microcomputer. Information is provided about the program, suitable age level and use, costs, and equipment requirements. Any necessary documentation can be ordered through Prestel.

The main advantages of Telesoftware would seem to be immediate access; no problems with postage and packing; and the fact that enough information is given to enable the teacher to select useful programs. Its disadvantages are, that at present there is a limited number of programs, without assessment; and that while Telesoftware looks like being one of the main ways in which software of all kinds will be distributed, the service is currently only available when Prestel is accessed using a microcomputer.

Gateway

Gateway is a relatively new Prestel service. It enables the user to access via Prestel information stores on other databases on other mainframe computers. The number of information providers is growing quickly, but as yet there is not a great deal which has much relevance to education.

However, the service is in the early stages of development and its potential as far as education goes must not be underestimated. Education has always felt restricted by the resources available, but the Gateway system will provide vast databases of information.

Local Viewdata Program

Working with pupils using both information retrieval packages and Prestel, has convinced me that one of the best ways to teach children how to use the new technology is to allow them to create their own databases.

The Local Viewdata program gives the user two facilities. Frames can be saved from the Prestel database by being linked together. They can search in the same way as on Prestel, and this has tremendous value in education. It enables the teacher to store information which may be relevant to a class project, discussion, or homework so that pupils can access it later without incurring any further Prestel charges.

Local Viewdata also allows the user to create his or her own database. It has facilities for text editing and graphics, and also the routing instructions to link the pages together so that the database can be searched. This has applications right across the curriculum, from form magazines to project work.

The packages which provide the facilities mentioned are already available for the RML 380Z microcomputer only on monochrome graphics. Other packages will undoubtedly be developed for other microcomputers, and will probably provide colour graphics. Prestel needs to be seen as a total school resource, available to all departments and pupils.

All pupils leaving secondary schools need to be aware of the existence of such a resource, and of its value for educational, social and vocational information.

Education has a responsibility to ensure that the pupils leaving our schools are equipped with the knowledge and skills to use all information sources, including Prestel, to find the right information at the right time.

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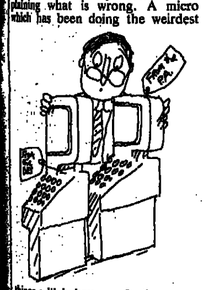
Nightmares and micros

John Tiffin opts out of the race to buy a microcomputer

Every school has a room somewhere full of old radios, gramophones, cassette players, episcopes, filmstrip projectors, overhead projectors, film projectors, television sets and so forth. They are the midden heaps of successive fads in education, will microcomputers end up on these junk heaps?

Things arrive in the junk room because they break down. Micros came into being with the business world in mind and were intended originally for air conditioned offices where they would sit securely on a desk top attended by light fingered touch typists. Few of them could seriously stand up to being trundled around on trolleys all day and being pounded by excited youngsters with the likelihood of them being leaned on, knocked about and having the odd bottle of coke spilled over them.

Perhaps more important than the fact that sooner or later electrical teaching devices finish up in the junk room is that they seldom come out of it. It is a testing point when a piece of equipment first arrives there. Teachers who do not really want to use a device can now relax and forget it. Few schools have an efficient system for getting repairs done to electronic teaching equipment. With a micro this means boxing it and taking it to the nearest post office or the shop it came from. Then there is the problem of explaining what is wrong. A micro which has been doing the weirdest



things will behave perfectly as soon as it arrives back in a shop. Moreover getting a micro repaired is expensive. Of course there are such things as repair contracts but the cost of these suggests that the industry as a whole has a dim view of the reliability of their products.

When a micro has to "go back" wherever that is, it is seldom for a period of less than four weeks. So the teacher who really did want to use it now has to re-arrange his syllabus to do without it for the rest of the term.

Of course this kind of thing could be said of any technological device but it is especially true of micros. If a teacher finds his car does not work he can at least recognise a flat tyre and check if he is out of petrol before calling a garage which in any case will only take hours or at the most days to repair it.

Is not the answer simply that teachers need to learn about computers? There is a flurry of activity to provide crash courses on computers. Part of the DES, deal is to provide, along with half the cost of a computer, two days training for one teacher in a school who presumably likes passes on his new skills to the rest of the staff. Is this all it takes?

It is no more difficult to get started on a micro than it is to learn how first to get a car moving, but it is a slow process, involving regular hands-on practice and a guiding hand before the micro becomes the kind of automatic extension of the brain that a car is of the hands and feet when a person has learned to drive.

This does not, however, seem to be true of children, many of whom appear to achieve instant symbiosis with a micro. There is today at least one pupil with a home computer in every class. This could lead in time to some interesting cases of role reversal where computer illiterate teachers face computer literate students. The phenomenon is already commonplace in the States all the way from primary school to university. At one school in Maryland which would prefer to remain anonymous, the staff discovered that 60% of their students had micros while not one member of staff knew how they worked.

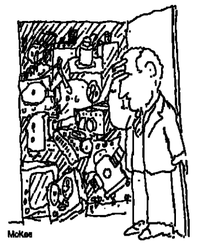
Of such stuff are teachers' nightmares made. A number of American colleges and universities have observed that technological change in instruction comes not so much from academic staff changing their methods of teaching as from the gradual replacement of older conservative staff by the entry of younger teachers who bring technological change with them. There are already a number of young teachers in secondary schools who graduated in subjects where the computer is now an automatic adjunct and who use a micro like a piece of chalk. Unfortunately there are few such teachers entering teaching because the staffing of our school system is, for the moment, frozen.

In the meantime, however, is there any harm in making a start with micros in our schools? In the way in which we are making the start, yes. The problem is perhaps encapsulated in the second programme of the BBC series "Managing the Micro" which explains how to make a programme in BASIC that will provide practice in addition. "And why" asked one teacher after watching the programme "would I want a micro to do that?" Why indeed, but this comes close to how many teachers in primary schools see the way they are expected to use a micro.

An adviser on comuters responded to a plea for help from a school that had just bought a micro and wanted to know what software was available (imagine buying a motor car then asking if anyone knew of some roads it could be driven on). The advisor only knew of four programs that were worth using but the school insisted on knowing the ones that were not worth using. They had to justify the purchase to the parent teacher association who had raised the money.

The lack of good software is widely recognised but the problem tends to be seen (in the words of a document circulated by one educational authority) as "because so few schools are writing good programs" (imagine being told to build your own roads for your motor car). The kind of programs that schools can easily make for themselves are the kind of program that are not worth having. Good programms tend to require a lot of time and expertise to make and that means money. With little training a teacher can program a spelling test, but if we are going to use the computer to prepare children for the future then





McKee

we want them to learn skills such as word processing and this means buying commercially produced programs. The trouble is we are more likely to finish up using the computer for spelling tests than for word processing.

Another problem lies in the concern to teach what is called computer literacy. The concept is an unfortunate one because it suggests that anyone who is not able to read and write some computer language is illiterate. Neither teachers nor their pupils need to know how to program in order to be able to use programs nor is programming learned on a school micro likely to be of any use in the computer job market, indeed quite the contrary.

The language of micros is BASIC or one of its dialects which some would liken to pidgeon English, useful for some elementary communication with a micro, but dangerously habit forming for anyone who wants to communicate in the world of science and business. Many of our Universities and Polytechnics prefer that students who want to read computer science do not do computer studies at school. They would rather start from scratch with a student than deal with the misconcepts and bad programming habits that "computer literacy" lessons in schools can develop. For that matter, there are companies with their own training program for programmers who would prefer not to enroll University graduates in computer science.

Unless there is someone on the staff with real computer experience who is twitching with frustration, there is no need to join the rush to buy a micro. The DES says that last orders should be in by December 1984 to take advantage of their offer, to pay half the cost of a computer. Thats soon enough. Today's great micro buy will cost half as much by then – if it is still on the market and able to compete with the new models which will have appeared. Anyone who wants to wait as long again will get an even better bargain. The trend for computers to become cheaper, along with greater miniaturization, flexibility and what is sinisterly referred to as user-friendliness seems set for years to come. Manufacturers are not really concerned with a micro for every school, their target is one

continued on next page

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Murder and mammals

A primary teacher's first year with the microcomputer

I chose to start my pupils with one or two simple educational games, uncrashable programs with single key input to familiarise them with the computer. Hangman was adapted to introduce many of the spellings with which my nine year olds were having difficulty. They had all played the game on paper, but this version was much more interesting.

The advantages of having a computer in the classroom were soon obvious. The computer had something I didn't – unlimited patience. I had spent a long while helping one particular pupil with his spelling difficulties. He amazed me one day with his ability to spell "people" and "television" correctly, and when I asked how he'd managed it, he replied that they kept coming up in Hangman.

Because of its inherent motivation, the computer is like having a friend to help. It handles the teaching of small groups, enabling me to spend more time with individual pupils. I found it useful to put a more able child with a less able child, and it was pleasing to see how quickly the less able grew in confidence.

In Hunt the Hurkle, the children had to use co-ordinates to seek a mythical beast, and it was essential that they discussed moves, followed precise instructions and made joint decisions. Not only that, they picked up the concept of co-ordinates quicker than if I had tried to teach it.

In the first few weeks the children were very aware of the computer and it was a little disrupting. Now that it is in constant use, most of them accept its presence. However, I think it is important that children know that they will have their turn at the appropriate time.

As I and my pupils have grown in confidence we have graduated to more sophisticated programs which require more open-ended responses and involve the use of other resources. We have used the Animal program, where the pupils think of an animal and the computer tries to guess what it is.

I discovered that many of the children didn't know what a mammal was, or how to ask questions. When asked to devise a question to distinguish between a dog and a bird, their responses ranged from "A bird has feathers?" to "Does a bird have feathers?", until they eventually realised the question had to be rephrased as "Does your animal have feathers?", if the program was to proceed sensibly. They have now not only mastered the technique of questioning but are, with the use of some good large animal books, able to invent more specific questions, eg. "Is your animal an ungulate?"

Another program which has motivated the class has been Spanish Main. This "game" is played by two groups of three or four children who work as teams, isolated from each other to preserve the secrecy of their moves.

The teams are given information at the beginning of the game, and further limited information throughout. They plot their moves on the map as they sail. The program gives the children a chance to use their mathematical skills as a group. They also learn the importance of accuracy and skill, since wrong decisions can have dire consequences! One more bonus: this has also formed a good basis for project work.

The latest addition to our collection is a program called Grungy Towers, which is based on the game of Cluedo. A murder is committed in one of the many rooms in the mansion, and the pupils have to find the murderer.

The children record the names of the people they meet, together with their alibis, on a matrix. They then try to reason out who did the deed.

They have built up pictures of the characters from the information gleaned from the screen, and we now have portraits of the Upper Crust displayed on our walls. The classroom itself has become Grungy Towers.

This program has stimulated work on models, friezes, poems, creative writing and some pupils are attempting to build up a plan of the mansion.

At present we have the use of at least three microcomputers, which means that every pupil in the class can have regular hands-on experience with a variety of programs. One group is busy building up a bar chart to show the number of children born on a particular day of the week. They have been feeding dates of birth into the computer.

Neil, predicted it would be Friday, as it was pay day! In fact, the pattern is not regular. Most births happen on either Monday or Friday. Parents are now sending in their most closely guarded secrets so that we can plot their birthdays. We hope to compare the two sets of results to see if the recent trend of inducement of births has had any affect.

We have found the computer useful in almost every subject (including weightlifting as far as I'm concerned). One of its most valuable uses was for monitoring heart beats in our science experiments on pulse rates.

I now hope to explore the whole area of programming, initially through CRASH from the MEP Micro Primer pack, and then on to LOGO, possibly with a floor turtle. I have not yet used database programs such as Factfile, but information retrieval seems to offer a great opportunity for primary project work and my entry into this area cannot be long delayed.

My pupils have discovered the value of team work. I feel there is more harmony in our classroom since the arrival of the computer. I am sure that any teacher, given the opportunity, can overcome the fear of computers provided they start at a level which suits them and proceed at a steady pace.

Gradually, as expertise is gained, one can progress to the more sophisticated programs. I think that if I decided to exclude the computer from our classroom now, the school might have a real murder to solve!

Liz Lusty

Nightmares and micros

continued from previous page

for every student and this is the point at which it all begins to make sense.

The micro has little future if it is only used as a teacher's aid, it needs to be a student's aid as well. In fact, to be truly viable in education it needs to be used for what it is, an information system that links teacher and student. Some idea of what this means can be seen from looking at a New Zealand micro called the POLY which was specifically developed for use in schools by the Polytechnic of Wellington. With it a teacher can use an authoring programme to set work and exercises and tests, do corrections and keep records. Students can work together and with the teacher, or individually on different tasks.

Wait for micros like the POLY with a reputation for survival in school situations. Wait until there is the software to warrant a micro. Wait until micros fulfil their promise to link a child to the great storehouses of information. An adapter that will enable a micro to link with PRESTEL will soon be available. Prestel can offer the kind of programs and access to information that justify the cost of using it.

Its all very well holding a PTA dance to raise the price of half a computer but that's only a minor cost at the beginning and if it is all the money there is then the micro's place in the junk room is assured. A critical condition for computers to take root in schools is regular and liberal applications of money in order for them to grow and fulfil their purpose. They need disc drives and printers and their own television set (colour of course or what's the point of all those lovely graphics).

If micros do start being used, there will be a continual demand for discs and paper and programms and to resolve the problem of what to do when any of the equipment goes into hospital, there will have to be back-up equipment.

Finally, instead of being in a rush to teach with, by or about computers, teachers should wait until training programmes are made available to them which will enable them to form mature concepts of the technology. It is not necessary to worry about keeping two pages ahead of the kids. The very essence of the computer in the classroom is that the teacher is no longer the source of information but a guide as to how to use it.

Teachers have always payed lip service to the idea that they should be concerned with learning rather than teaching but when the reality of it is upon them it will be traumatic. Being the fount of knowledge is very addictive and students feed the habit. If classroom computers do what we want them to, the role and relationship of teachers and students will be radically changed. Our educational system needs to look and think before it jumps.

John Tiffin is a writer on media and technology

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Printers' devils

Frances Farrer looks at a televised newspaper

COMMUNITY EDUCATION
Work Out
Harlech for the ITV network. Mondays, 12.30 pm

The *Work Out* series has created one more format within which to deal with the intractable problems of teenagers. These are (and possibly always have been) work, clothes, adults, the law, appearances, attitudes, and what used to be called growing pains.

This time the format is a very good one. Harlech assembled a group of young people, got them to produce a newspaper about the issues identified, and distributed it among the peer group. They filmed everybody doing practically all of this, and thereby created a six-part series.

But though the idea was brilliant, its realization is a bit chaotic. One problem is that life in a real newspaper office (where everybody at least theoretically knows what they are doing) is extremely similar to life in any other kind of office. This would not make good television, so in the *Work Out* office the reporters have to be seen interviewing guests and having zappy editorial meetings, but never simply phoning or typing. Both meetings and interviews, however, have their pitfalls too.

The quality of the interviews is variable. The interviewers sometimes find it difficult to direct the conversation enough to keep it concise, so some of the guests, notably a trade union official and a housing representative, meander monotonously around their subjects. No-one thought to tell the guests that it's best to look at the camera. The oddest confrontation is between the editorial panel and policewoman who says some very inflammatory things but who comes out having convinced the young people that she is right.

But with all the apparent confusion, *Work Out* is still good fun, and it does convey information. What cannot be gleaned from the programmes is explained more fully in the newspapers, which also contain addresses for further exploration, as well as cartoons and photographs. The papers, incidentally, look very professional.

Some important contributors have still to receive their by-lines: Mr Peter Purves, the only tv professional, wanders amiably around the "newspaper office" unobtrusively pulling things together. A promising band called Streets Ahead, allegedly practising in the garage next door, provide good music in the right quantity. The emergent star reporter is called Ellen Cronin. She is positive, incisive, and very bright.

Single copies of the Work Out *newspaper can be obtained by sending an A4 s.a.e. to HTV West, Bath Road, Bristol. People who would like to receive copies in quantity are asked to write to the producer, Terry Harding, at the same address.*



Patsy Rowlands and George Cole

No free bikes

Adrian Barr-Smith reviews 'Perishing Solicitors'

FILM/VIDEO
Perishing Solicitors
16 mm. VHS or U-matic
Distributed by Vidoe Arts Ltd, Dumbarton House, 68 Oxford St, London W1

"The first thing we do, let's kill all the lawyers" advised Dick the Butcher at the outbreak of Cade's Rebellion in 1450. Five hundred years later, Richard Cawston produced a film documentary for the BBC entitled *The Lawyers*. And 20 years later still he has been commissioned by the Law Society to produce a comedy short: *Perishing Solicitors*.

The film aims to correct popular misconceptions about solicitors and to explain the everyday problems which they claim to be able to solve, (all in 20 minutes!). It is scripted by Denis Norden and features the masterly George Cole as Mr Martin.

The result is superficial, but highly amusing. Mr Martin has a healthy aversion for solicitors – "If you win they get paid, if you lose they get paid. The only problem solicitors have is trying to look sad with a smile on their faces." It is hardly surprising that the events depicted in the film cure him of his aversion. But with the exception of similar choice remarks from the entertaining Mr Cole, the film does not make a lasting impression.

The flavour is that of solicitors being marketed like washing powder or pain-killers. An attorney in the USA allegedly drives around in a hearse displaying the legend "No Frills Wills – $25". The client who fights a drinking and driving charge is promised a free bicycle by his attorney if he loses. There are no such gimmicks in *Perishing Solicitors*, but one wonders what the Law Society will produce next time around.

At least the Law Society has buried the ill-fated "Whatsisname" campaign, which attracted criticism from absolutely everyone. The reaction from the perishing solicitors themselves has apparently been highly favourable. But they should ponder whether the Law Society is right to adopt such negative adertising.

The yardstick of its success is whether the man on the Clapham Omnibus will find it helpful. Possibly not, but he (or she) will find it funny. Most members of the public if they do not have a tame solicitor, would prefer to avoid solicitors completely, or to be able to find one instantly, when needed – as does George Cole in the film.

A careers session is probably the best context in which to view the film. The Professional and PR Department of Law Society will apparently ensure that a live solicitor is also supplied to discuss the film and answer questions, but he will not bring free bicycles.



Rodney's new friends

Surreal glamour

Hugh David on a pools winner

CHILDREN'S TELEVISION
The Boy Who Won the Pools
TVS for the ITV network. Sundays 5.30pm

It's 10.30 in the morning, his mother's trying to do the cleaning, and Rodney Baverstock's still in bed when he discovers he's won £758,000.27p on the pools. He's a slob, there are no two ways about it; gauche and totally untutored in the ways of the world. He rushes out and buys a £22,000 Ferrari, hires a blonde chauffeuse of uncertain reputation, acquires a choice country house, and proceeds to fill it with Reggae and undesirables.

Thus the opening of *The Boy Who Won The Pools*, a 10-part "family drama series" from TVS. But there is more to it than that. Directors Roger Tucker and Christopher King and writer Gerard Macdonald have lavished a lot of time and effort (and TVS a budget so large it's only mentioned in whispers) on making this something more than just another children's drama series.

Rodney's friend Thornton, who converses only marginally more eloquently than a space invader machine, believes he is controlled by signals from the planets. Beazley, a skinhead, materializes in the cellar. The whole story is permeated by this sort of surrealism and strangeness.

Claudine, the Swiss chauffeuse, appears instantly, even before Rodney has bought the car. One phone call, half a bottle of vodka and she's his. It's as if she and the car are figments of the 16-year-old's imagination – or that of the series' teenage target audience.

Later episodes make this clear. Freed from financial worry (or relatively so: by the end of episode three he seems to be about a third of the way through the loot) Rodney is able to indulge the fantasies of every adolescent. Boring things like school and parents behind him, his life and the series move into the realms of fast cars, glamorous women and rock music.

A cynical bid to snatch the young adult audience? Not entirely. Rodney becomes a successful rock manager, but by the end of the series he has also grown up. And if Claudine *is* always losing her clothes, it never actually happens on screen. A new kind of glossy, unpatronizing and often very funny drama aimed at young people (if not their parents) might be a better description of the series – with Thornton (whose finest moment, apparently, comes in the final instalment) potential cult material as a sort of humanoid R2D2 or K9.

All the heart

by John A Baker

FILM
The Heart
Produced for the Australian Academy of Sciences as part of the School Biology Project.
Sales inquiries, Education Media International, 25 Boileau Road, London W5 3AL.

The first part of the film is concerned with the examination of the external features of a heart. Then the atria are cut open, revealing the openings of the blood vessels. The wall of the ventricles is cut, and the valve system identified and displayed.

The second part shows an open heart operation on a dog, and the part of the heart are identified and observed in action. Finally, using X-ray cinephotography a catheter is seen introduced into a beating heart. An X-ray opaque liquid is released, and its movement through the heart and lungs observed.

The first part of the film is a good example of a skilful demonstration of the gross structure of a mammalian heart, well worth watching to see how clear an expert can make the structure of such a complex organ. However, I am much more doubtful about the value of the open heart surgery sequences. The purpose of the operation needed clarifying, otherwise many viewers could get the impression that the operation was solely carried out for the purpose of making the film.

The final sequences, showing the flow through the heart of the X-ray opaque materials, very clearly show the great rapidity with which blood flows through both the heart and the pulmonary system – a speed that it is difficult to comprehend without watching this sequence.

Many earlier heart films were animated, and concerned largely with anatomical detail, but this one provides a good overall view of heart action. It would be essential for teachers using it to consider the potential emotional stress that the open heart operation could produce in a few pupils.

BRIEFINGS

radio & tv

For schools

Finding Out *(Monday, 9.47, Wednesday, 11.95 ITV)*
Three new programmes to add to the unit on Europe. An introduction for seven to nine year olds to the geography, history and way of life in Portugal. Visit farms, fishing villages and vineyards.

Experiment: Biology *(Monday, 10.31 ITV)*
"Inheritance in a fungus" shows A level students experimental techniques involved in the genetical analysis of an ascospore colour mutant in Sordaria.

Voix de France *(Monday, 11.20 VHF4)*
A radiovision programme on the Auvergne for O/A level students. The area is seen through the eyes of three young people on a visit.

Documentary Re-run *(Tuesday, 10.43 ITV)*
Jonathan Dimbleby investigates the state of relations between "The Eagle and the Bear" – the USA and the USSR. In programme one, senior pupils compare the moods and feelings of politicians and "the man in the street" in Moscow and Washington.

Look, Look and Again *(Tuesday, 11.40 BBC1)*
"Pattern in Place" features groups of children making patterns from natural materials in a forest and at the seaside. Nine to twelve year olds also see Joseph Nuttgens at work making stained glass windows.

Stories and Rhymes *(Tuesday, 14.40, Thursday, 10.20 VHF4)*
"The Land of Forgotten Beasts" by Barbara Wersba is on Tuesday and a collection of poetry compiled by Michael Rosen and entitled "The Five Hunters" is presented for seven to nine year olds on Thursdays.

Near and Far *(Wednesday, 14.18 BBC1)*
The unit on the elements continues by looking at the action of the sea on coastal areas. Shows nine to eleven year olds how some familiar features of the seaside are produced.

Talk About English *(Wednesday, 14.35 VHF4)*
"Mind Your Manners" helps 14 to 16 year olds to understand the differences between formal and informal speech, and to use language tactfully and sensitively.

The History Trail *(Thursday, 9.48 BBC1)*
What were the most common crimes in nineteenth century England? "The Law of the Land" examines poaching and highway robbery and nine to twelve year olds learn of the severe punishments to offenders.

Wavelength *(Thursday, 11.30 VHF4)*
This teenage magazine programme has added a regular spot featuring Tracey Ullman talking about the Youth Training Scheme.

General interest

Money Talks *(Thursday, 23.00 ITV)*
Irene Brueghel discusses the role of women in the economy. She qestions the acceptance of unpaid labour in the home and the tendency of political parties to try to solve unemployment by returning women to their "natural" role.

The Practical Book Review *(Monday, 17.30 Channel 4)*
Pat Fairon and Nanette Newman are joined by a two year old, as they try out books to keep preschool children amused.

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THE HEADSHIP

of this Primary (5–11 years) Voluntary Aided School (Group 4, number on roll approx. 240), required from September 1983. Outer London Allowance of £549 is payable.

The School, founded in 1790 was completely rebuilt in 1980. The vacancy occurs through preferment.

Application forms and further details may be obtained from the Director of Educational Services, London Borough of Redbridge, Education Office, 255–259 High Road, Ilford IG1 1NN.

Completed applications should be sent to the Rector and Chairman of the Governors, the Rev. V. P. Bowen, c/o the Education Office by 18th March, 1983.

Nursery Education

Other Appointments

BRENT
LONDON BOROUGH OF BRENT
BRIDGE INFANTS SCHOOL
Bridge Road NW10 9BX
(Roll 150 + 30 part-time Nursery,
Social Priority School
Required as soon as possible NURSERY TRAINED TEACHER (Scale 1) to take charge of Nursery Unit
London Allowance of £834 per annum is payable: Brent is an equal opportunity employer. Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons. Brent is fundamentally committed to Multi-Cultural education.
Application forms (sae) obtainable from the Head Teacher returnable within ten days. (55026) 100026

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
CAMBRIDGE NURSERY SCHOOL
Cambridge Road, Bootle, Merseyside L20 9LQ
TEACHER (Scale 1) required in April if possible for this 40 place school. Applicants should have appropriate qualifications and/or experience.
Application forms and further details are available from the Headteacher on receipt of s.a.e.
Closing date: 17th March 1983. (55059) 100026

Primary School Education

Headships

CAMBRIDGESHIRE
LITTLE THETFORD C.E. (C) PRIMARY SCHOOL
Applications are invited for the HEADSHIP, Group 1, of this school to commence in September.
Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge CB3 0AP (SAE please). Returnable by 21st March. (55068) 110010

AVON
AVON COUNTY SOUTH STREET JM & I SCHOOL
Bedminster, Bristol BS3 3AU
Vacancy from 1st September 1983. Salary in accordance with Group 5.
BLACKHORSE JM & I SCHOOL
Downend, Bristol BS16 6UB
Vacancy from 1st September 1983. Salary in accordance with Group 3.
Further details and application form returnable by 18th March from Director of Education, PO Box 57, Avon House North, St. James Barton, Bristol BS99 7EB, enclosing sae. (54131) 110010

BEDFORDSHIRE
EDUCATION SERVICE
HEADSHIP FROM SEPTEMBER 1983
MEPPERSHALL V A LOWER SCHOOL
High Street, Meppershall, Shefford
Group 2
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 2 Voluntary Aided Lower School. Applications will be particularly welcomed from teachers who are regular communicant members of the Church of England. Estimated number on roll, September 1983: 54 children aged 5 - 9 years (with an additional 10 pupils under 5 years of age).
Application forms and further details are available from the Chief Education Officer, County Hall, Bedford.
Closing date: 18 March 1983. (67088) 110010

BERKSHIRE
EAST ILSLEY COUNTY PRIMARY SCHOOL
East Ilsley, Newbury RG16 0LP.
N.O.R. 55
Required September 1983 HEADTEACHER (Group 1).
Application form and further details from the Director of Education (ES/JEB), Shire Hall, Shinfield Park, Reading RG2 9XE (sae). Closing date 18 March 1983.
Berkshire County Council is an equal opportunity employer. (54098) 110010

BRENT
(LONDON BOROUGH OF BRENT)
KILBURN PARK JUNIOR MIXED SCHOOL
Peel Road NW6 5RG
(Roll 138, Social Priority School)
Required from September or earlier if possible HEAD TEACHER (Group 4). Vacancy due to retirement. Previous applicants will be considered.
London Allowance of £834 per annum is payable.
Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons. Brent is fundamentally committed to Multi-Cultural education.
Application forms (sae) and further details obtainable from Director of Education, P O Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW returnable by 18th March. (65449)

ST. URSULA'S RC INFANT SCHOOL
(Roll 155)
Straight Road, Romford RM3 7JS

Applications are invited from practising Roman Catholics for the post of

HEADTEACHER

(Group 3)

From September 1983.

Havering

Application forms are available (s.a.e. please) from the Director of Educational Services (Ref. AJP/MEG), Mercury House, Mercury Gardens, Romford RM1 3DR. Closing date: Friday, 18th March 1983.

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE

Invite applications for the following:

HEADSHIPS

KINGSLEY INFANTS — Group 4
ST. JOHN'S C OF E CONTROLLED INFANT AND JUNIOR — Group 4
KESTON JUNIOR — Group 5
CHIPSTEAD VALLEY INFANT AND JUNIOR — Group 5

Salary plus London Area Allowance of £615.
Tenable – 1st September 1983.
Reasonable removal expenses will be reimbursed (details on request).
Application forms and further details from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TP.
Telephone: 01-686 4433, Ext. 2609.
To whom application forms should be returned by 18th March, 1983.

LONDON BOROUGH OF REDBRIDGE

Required from September 1983
GOODMAYES PRIMARY SCHOOL
Airthrie Road, Goodmayes, Ilford IG3 9RW
Tel: 01-590 5810

HEADTEACHER

Group 6

£11,682–£12,858 plus £549 Outer London Allowance

A suitably qualified, experienced and enthusiastic teacher is required for the Headship of this Primary (5–11) School.
Forms and further details are available from the Director of Educational Services, K. G. M. Ratcliffe, Lynton House, 255-259 High Road, Ilford, Essex IG1 1NN (Tel: 01-478 3020, Ext. 193), to whom completed applications are returnable by 18 March 1983.

PRIMARY HEADSHIPS

continued

BERKSHIRE
WINCHCOMBE COUNTY JUNIOR SCHOOL
Shaw Estate, Newbury, Berks RG13 1LW
N.O.R. 235
Required September 1983 HEADTEACHER (Group 5)
Application form and further details from the Director of Education (ES/JEB), Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE) Closing date 23rd March 1983. Berkshire County Council is an equal opportunity employer. (65344) 110010

BERKSHIRE
COLLEGE TOWN COUNTY JUNIOR SCHOOL
Branksome Hill Road, Camberley, Surrey
N.O.R. 248
Required September 1983 HEADTEACHER (Group 4)
Application form and further details from the Director of Education ES/PDC), Shire Hall, Shinfield Park, Reading RG2 9XE (SAE) Closing date 25th March 1983. Berkshire County Council is an equal opportunity employer. (65346) 110010

BERKSHIRE
ST. MICHAELS C.E. (CONTROLLED) PRIMARY SCHOOL
Lower Church Road, Sandhurst, Camberley, Surrey GU17 8HN
N.O.R. 229
Required September 1983 HEADTEACHER (Group 4)
Application form and further details from the Director of Education (ES/PDC), Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE) Closing date 25 March 1983. Berkshire County Council is an equal opportunity employer. (65348) 110010

BORDERS REGIONAL COUNCIL
Invite applications for the following
EDUCATION
PRIMARY SCHOOLS
PROMOTED POSTS
ASSISTANT ADVISER IN PRIMARY EDUCATION
HEAD TEACHER
STOBO PRIMARY SCHOOL
Peebles
(Responsibility Payment: £1212 per annum)
Application forms and further particulars may be obtained from the Personnel Department, Regional Headquarters, Newtown St. Boswells TD6 0SA. Completed forms should be returned to the Director of Education at Regional Headquarters not later than Monday 14th March 1983. (55246) 110010

CAMBRIDGESHIRE
WEST TOWN PRIMARY SCHOOL
Williamson Avenue, Peterborough PE3 6BA
Tel: Peterborough 43896
Group 4
REQUIRED FOR SEPTEMBER, 1983:
Applications are invited from suitably qualified and experienced teachers for the Headship of this established Group 4 city primary school. Possible housing assistance.
Further details and an application form available from the Senior Area Education Officer, Touthill Close, City Road, Peterborough PE1 1UJ (s.a.e. first class). Closing date for receipt of application 18th March, 1983. (65393) 110010

CHESHIRE
EDUCATION COMMITTEE
BURTON BISHOP WILSON CHURCH OF ENGLAND AIDED PRIMARY SCHOOL
Puddington Lane, Burton, Neston
HEADTEACHER
Applications are invited from suitably qualified and experienced teachers, (Group 2 - 49 pupils aged 5 - 11) for this thriving village school situated approximately 8 miles from Chester. The Governors wish to appoint a person with high regard for standards and quality of education. A practising Anglican Communicant is preferred.
Application forms and further particulars from the District Education Officer, 85 Wellington Road, Ellesmere Port, South Wirral, L65 0QL. To whom they should be returned as soon as possible. (65480) 110010

DERBYSHIRE
COUNTY COUNCIL
HEADSHIP
Applications are invited from experienced and suitably qualified teachers who are committed Christians for the Headship of this school.
ST JAMES' CE (AIDED) INFANT SCHOOL
Group 2
Estimated maximum number on roll - 68 plus 20 FTE Nursery Places.
Application forms and further particulars (see foolscap please) from the Chairman of Governors, the Revd P. J. Montgomery, St. James' Vicarage, Malcolm Street, Derby DE3 8LS.
Closing date 25th March 1983.
DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (65435) 110010

DEVON
Please see displayed advertisement on page 59. (55004) 110010

DORSET
WIMBORNE ST. GILES C.E. (V.A.) FIRST SCHOOL
Wimborne BH21 5LX
(Age range 5 - 9)
Required September 1983 Headteacher for this Group 2 school.
Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.e. Closing date 25th March 1983. (65312) 110010

DORSET
BETHANY C.E. (AIDED) JUNIOR SCHOOL
Bournemouth
(180 on roll, 8 - 11 age range)
Required for September 1983 HEADTEACHER (Group 4). Church of England communicant member is preferred.
Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.e. (Closing date 18th March). (55376) 110010

GLOUCESTERSHIRE
WALMORE HILL PRIMARY
Minsterworth, Glos
51 on roll, 4 - 11 years
Head Teacher required for 1st September 1983, Group 2.
Application forms and further details from Acting Chief Education Officer, Shire Hall, Gloucester (Enclose SAE). (65546) 110010

ilea Inner London Education Authority

HEADSHIPS

ARGYLE (JM&I) SCHOOL
Tonbridge Street WC1H 9EG
Applications are invited from suitably qualified and experienced teachers for the post of headteacher which is vacant now. Roll 190 plus 25 ft nursery. Burnham group 4 plus Inner London allowance.
Please send foolscap sae for application form and further details to Education Officer, EO/TS10/BA, County Hall, SE1 7PB. Closing date for the return of completed application forms 18th March, 1983.

HACKNEY FREE AND PAROCHIAL (RAM'S EPISCOPAL) CE (I) SCHOOL
Mehetabel Road E9 6DU
Applications are invited for the headship of this school which is vacant from 1st September, 1983. Roll 144. Burnham group 4 plus Inner London allowance. Successful applicant must be a Communicant member of Church of England. Visits welcomed.
Application form and further details from Mrs D. H. Steele, Correspondent to the Governors, 30 Lordship Park, Stoke Newington, N16 5UD to whom they should be returned by 18th March, 1983.

OUR LADY QUEEN OF HEAVEN RC (JM&I) SCHOOL
Victoria Drive SW19 6AD
Applications are invited from suitably qualified, experienced teachers who are practising Roman Catholics for the post of headteacher which is vacant from 1st September, 1983 due to retirement. Roll 222. Burnham group 4 plus Inner London allowance.
Forms (sae please) from and returnable to The Secretary to the Governors, 69 Combemartin Road, London SW18 5PP. Closing date 18th March, 1983.

ST JUDE'S CE (JM&I) SCHOOL
Regent Road, Herne Hill SE24 0LX
Headteacher required for September, 1983. Vacancy due to retirement. Roll 180. Burnham group 4 plus Inner London allowance plus £201/276 social priority allowance. Practising Christian required in E.P.A., multi-racial school. Close liaison with the Church essential.
Application forms obtainable from the Headmaster at the School and returnable to The Reverend D. Peterson, care of the school. Closing date for the return of completed application forms 18th March, 1983.
ILEA is an equal opportunities employer.

HAMPSHIRE
CASTLE HILL COUNTY INFANT SCHOOL
Greenbank, Winklebury Way, Basingstoke.
Required September, 1983. Headteacher — Group 4.
S.a.e. for application form/further details:- Area Education Officer, Sun Alliance House, 41 Wote Street, Basingstoke RG1 1LU. Closing date for receipt of completed applications 17th March, 1983. (54435) 110010

HAMPSHIRE
PRESTON CANDOVER C.E. (CONTROLLED) PRIMARY SCHOOL
Preston Candover, Basingstoke RG25 2EE
HEADTEACHER required for this Group 3 School on 1.9.83.
Application forms and details available from the Area Education Officer, Southgate House, St. Swithun Street, Winchester, on receipt of a foolscap stamped addressed envelope.
Closing date for completed application forms 25th March, 1983. (55085) 110010

HAMPSHIRE
SOUTH FARNBOROUGH INFANT SCHOOL
Queens Road, Farnborough GU14 6JU
N.O.R. approx. 150
Required for September 1983.
Applications are invited for the post of Head Teacher, Group 4 School.
Closing date 21st March, 1983.
Application forms and further details obtainable from Area Education Office, *Crossways*, Boundary Road, Farnborough on receipt of a stamped addressed envelope. (55091) 110010

HAMPSHIRE
HECKFIELD/ROTHERWICK (CONTROLLED) PRIMARY SCHOOL
Rotherwick, Basingstoke, Hampshire.
N.O.R. approx 70 - 80 pupils
Required for September 1983.
Applications are invited for the post of Head Teacher of this village school. Group 2.
Closing date 21st March 1983.
Application forms and further details obtainable from the Area Education Office, Crossways, Boundary Road, Farnborough on receipt of a stamped addressed envelope. (55094) 110010

HERTFORDSHIRE
KILLIGREW JM SCHOOL
West Avenue, St Albans AL2 3HD
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 5 school which falls vacant in September.
Further details and application form from the Divisional Education Officer, County Council Offices, Civic Centre, St Albans. (Please enclose S.A.E.). (67091) 110010

HILLINGDON
LONDON BOROUGH OF HILLINGDON
DR TRIPLETT'S CE PRIMARY SCHOOL
Hemmen Lane, Hayes, Middlesex UB3 2JQ
Required for Autumn Term 1983 a Head Teacher for this Group 6 School. Applicants should be communicant members of the Church of England. Catholic renewal outlook.
Outer London Allowance Payable.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middx. (Tel: Uxbridge 50469) to whom they should be returned. Closing date: 16 March 1983. (54820) 110010

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools:

Thorndon C of E Controlled Primary School
Group 2 Ages 5–11 Number on Roll 60
The village of Thorndon lies just off the A140 Ipswich to Norwich Road, approximately 4 miles from the country town of Eye in the Mid-Suffolk District of the County.
The post becomes vacant from the beginning of the Autumn Term 1983.

Howard County Primary School, Bury St. Edmunds
Group 5 Ages 3–9 Number on Roll 226
The school is a well-equipped semi-open plan School which was opened in 1967 and serves the northwestern edge of Bury St. Edmunds.
The post becomes vacant from the beginning of the Autumn Term 1983.

Further details and application forms are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ (s.a.e. please), and completed forms should be returned by 18th March 1983.

Suffolk County Council

HILLINGDON
LONDON BOROUGH OF HILLINGDON
HILLINGDON JUNIOR SCHOOL
Uxbridge Road, Hillingdon, Uxbridge UB10 0PH
Required for Autumn Term 1983 a Head Teacher for this Group 5 School.
Outer London Allowance Payable.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middx. (Tel: Uxbridge 50469) to whom they should be returned. Closing date: 16 March 1983. (54822) 110010

HUMBERSIDE
EDUCATION COMMITTEE
HEADS
REQUIRED FOR SEPTEMBER 1983
For
CHERRY BURTON C.E. PRIMARY SCHOOL
Cherry Burton, Beverley, North Humberside
Group 4 N.O.R. 167 Age Range 5 - 11
THE LEAS JUNIOR SCHOOL
Manor Drive, Waltham, Grimsby, South Humberside
Group 5 N.O.R. 253 Age Range 7 - 11
GRANGE FIRST SCHOOL
Cambridge Road, Grimsby, South Humberside
Group 5
N.O.R. 255 (including 29 Full-time and 53 part-time Nursery pupils)
Age Range 5 - 8
Application forms and further particulars are obtainable from the Director of Education (HQ Schools), County Hall, Beverley, North Humberside HU17 9BA. (Tel: (0482) 867131, Ext. 3116 to whom completed forms should be returned not later than Wednesday 16th March, 1983. (65400) 110010

KENT
County Council Education Department
Medway Division
CLIFFE WOODS COUNTY PRIMARY SCHOOL
Cliffe Woods, Nr. Rochester, Kent
APPOINTMENT OF HEAD TEACHER
Group: 4 Roll: 225
Applications are invited for the post of Head Teacher to take effect from September 1983 at Cliffe Woods County Primary School following the retirement of the present post holder.
Application forms and further particulars (s.a.e. please) from the Divisional Education Officer, Fort Pitt House, New Road, Rochester, Kent, to whom they should be returned by 18th March, 1983.
Re-advertisement: Previous applicants will automatically be re-considered.
SEVENOAKS DIVISION
CHIDDINGSTONE C.E. PRIMARY SCHOOL (CONTROLLED)
Chiddingstone, Edenbridge, Kent TN8 7AH.
APPOINTMENT OF HEAD TEACHER
Group: 1 Roll: Approx 30
Required for September 1983 a Head Teacher for this Primary School for pupils aged 5 - 9.
Application forms and further details available from the Divisional Education Officer, 66 London Road, Sevenoaks, Kent. (s.a.e. please) to whom they should be returned by 18th March, 1983.
Re-advertisement: Previous applicants will automatically be reconsidered. (55161) 110010

LEICESTERSHIRE
STOKES WOOD PRIMARY SCHOOL
HEADSHIP
Group 5
HEAD required August for this modern, well equipped school on the outskirts of the City. Approximately 198 on roll.
Details on request (SAE).
Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 22nd March. (55260) 110010

LEICESTERSHIRE
WOLSEY HOUSE PRIMARY SCHOOL
HEADSHIP
Group 6
HEAD required August for this modern open-plan primary school situated in an urban area yet close to open countryside.
Approximately 335 on roll with 120 part-time in the nursery.
Details on request (SAE).
Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 22nd March. (55259) 110010

EDUCATION

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the Headships at the following schools from September 1983:

ST. MARGARET OF SCOTLAND VA RC INFANT SCHOOL
Rotheram Avenue, Luton, Bedfordshire
Group 4
Estimated number on roll September 1983: 90 children aged 5+ to 8+
Applicants should be practising Roman Catholics.

HADRIAN LOWER SCHOOL
Hadrian Avenue, Dunstable
Group 3
Estimated number on roll September 1983: 92 children aged 5 to 8 years.

Application forms and further details for the above posts are available from the Chief Education Officer, County Hall, Cauldwell Street, Bedford.
Closing date: 18 March 1983.

Bedfordshire

ST. ANN'S SCHOOL
Springfield Road, Hanwell W7 3JP.

HEAD TEACHER

Required to lead a young and enthusiastic team of staff for this new Group 5(S) School for 60 young people aged from 14 to 19 years with severe learning difficulties.
The school is well provided for and presents opportunities for a person with imagination and enthusiasm to pioneer its development.
If you wish to visit the school before applying, please telephone 01–567 6291.
£834 London Allowance.
Assistance with relocation expenses may be payable in appropriate cases.
Application forms and further information available (SAE) from the Chief Education Officer, Hadley House, 79–81 Uxbridge Road, Ealing W5 5SU to whom they should be returned by 23rd March, 1983.

Ealing
EDUCATION SERVICE

BIRMINGHAM CITY COUNCIL EDUCATION DEPARTMENT

PRIMARY HEADSHIPS
Required for September 1983

HEADTEACHER (Group 6 plus SPS Allowance)
TINDAL PRIMARY SCHOOL,
Tindal Street, B12 9QS
One of the City's best known Primary Community Schools – 310 pupils aged 5 to 11 years, with its own nursery unit and specially adapted community rooms.

HEADTEACHER (Group 5)
WHITEHOUSE COMMON MIDDLE SCHOOL
Cotysmore Road, Sutton Coldfield,
West Midlands B75 6BL
Set in attractive grounds with a heated swimming pool – 270 pupils aged 9 to 12 years.
Application forms and further details (SAE please) from: Chief Education Officer, City of Birmingham Education Department, Schools Division West Area, Education Office, Margaret Street, Birmingham B3 3BU. Completed forms to be returned by 22nd March 1983.

PRIMARY HEADSHIPS
continued

ISLE OF WIGHT
COUNTY COUNCIL
COWES LOVE LANE
COUNTY PRIMARY SCHOOL
Love Lane, Cowes, Isle of Wight
191 on roll
age range 5 - 9 years
Applications are invited for the post of HEADTEACHER at this Group 4 primary school which is situated on the outskirts of the famous yachting centre of Cowes. The appointment will be effective from 1 September 1983.
Application forms and further details available from the County Education Officer, County Hall, Newport, Isle of Wight PO30 1UD, to whom completed forms should be returned by 18 March 1983 (s.a.e. please). (65363) 110010

LEICESTERSHIRE
BRAUNSTONE RAVENHURST JUNIOR SCHOOL
HEADSHIP-GROUP 6
Head required August. Approximately 350 on roll. Details on request (s.a.e.).
Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF. By 15th March. (54657) 110010

NORTH YORKSHIRE
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced teachers for the following Headship appointments:-
BARLOW C E PRIMARY SCHOOL (GROUP 2)
near Selby
COPMANTHORPE COUNTY INFANT SCHOOL (GROUP 4)
near York
RICHMOND METHODIST PRIMARY SCHOOL (GROUP 5)
Please send STAMPED ADDRESSED ENVELOPE for application form and details to the County Education Officer, County Hall, Northallerton, DL7 8AE, to whom completed forms should be returned no later than fourteen days after the appearance of this advertisement. (67131) 110010

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS
Applications are invited from registered teachers for the undernoted posts.
PRIMARY
HEAD TEACHER
Reference B
DALRY PRIMARY SCHOOL
Responsibility Allowance £2901
Reference B
MURRAYBURN PRIMARY SCHOOL
Responsibility Allowance £3429
Salaries will be in accordance with the current Scottish Teachers Salaries Memorandum.
Closing date for applications is 18th March 1983.
Application forms may be obtained from the Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ. (55095) 110010

NORTHAMPTONSHIRE
NASSINGTON COUNTY PRIMARY SCHOOL
Nassington, Peterborough PE8 6QG
APPOINTMENT OF HEAD TEACHER
GROUP 2
Required for September 1983, or earlier if possible, an able and enthusiastic teacher for the Headship of this well-established school, which caters for children in the age range 4+ to 8+. Number on roll - 51.
Details and application forms from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX (s.a.e.) to whom completed forms should be returned by March 18th, 1983. (65418) 110010

METROPOLITAN BOROUGH OF NORTH TYNESIDE EDUCATION COMMITTEE

Applications with full supporting letter are invited from suitably qualified and experienced teachers for appointment to the following post:

DEPUTY HEADSHIP
BACKWORTH FIRST SCHOOL
Group 2 Roll 111 Age Range 5–9 years

The successful candidate will be expected to take up his/her appointment on 1st September 1983 and ability to organize Music throughout the School would be an advantage.
Backworth is an area of housing development, and extensions, including a Nursery, are due to be completed by 1st January, 1984.
Further details and application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields, Tyne and Wear, NE29 0HW, to whom they should be returned within two weeks of the appearance of this advertisement.

North TYNESIDE

Tameside Metropolitan Borough
Education Department
PRIMARY SCHOOL DEPUTY HEAD TEACHER APPOINTMENTS
Applications are invited from suitably qualified, enthusiastic and energetic teachers for the following posts:
HYDE, DOWSON COUNTY PRIMARY SCHOOL – Group 6
DEPUTY HEAD TEACHER
required for this large County Primary School.
DUKINFIELD, YEW TREE COUNTY PRIMARY AND COMMUNITY SCHOOL – Group 6
DEPUTY HEAD TEACHER
required for this large Community School.
From September, 1982 pupil/teacher ratios in the Authority's Primary Schools were improved. It is hoped to provide additional resources for further improvements in the fields of capitation and manpower for the coming Educational Year.
Application forms and further particulars available from The Director of Education, Education Department (Staffing Section) Council Offices, Wellington Road, Ashton-under-Lyne, OL6 6DL.
Closing date 18th March, 1983. Ref: TE 2251/TES.

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
S.S. AIDAN AND OSWALDS R.C. PRIMARY SCHOOL
Roman Road, Royton, Oldham
Required for September 1983, HEADTEACHER for this Group 6 Roman Catholic Primary School (Junior Department open-plan) of about 380 infant and junior pupils. Applicants should be practising Catholics and hold the Catholic Teachers Certificate. An enthusiastic and knowledgeable approach to primary education is essential. The vacancy occurs on the retirement of the present Head.
Send s.a.e. for application form to the Director of Education, Old Town Hall, Middleton Road, Oldham OL9 6PP, returnable to the Very Reverend Canon E. Glynn, S.S. Aidan and Oswald's Presbytery, Vaughan Street, Royton, Oldham, by 15th March 1983. (54815) 110010

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
BUCKSTONES PRIMARY SCHOOL
Delamore Avenue, Shaw, Oldham OL2 8HN
Required for September 1983, HEADTEACHER for this GROUP 4 opening primary school of about 200 infant and junior pupils. The vacancy occurs on the retirement of the present Head.
Send sae for application form to the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to him by 18th March 1983. (54816) 110010

SHEFFIELD
CITY OF EDUCATION DEPARTMENT
PYE BANK TRINITY MIDDLE SCHOOL, (C.E. AIDED)
Andover Street, Sheffield S3 9GE
Required for September 1983, a Headteacher for this Group 5 + SPS School. A committed Christian willing to be involved locally preferred.
Application forms and further details are available from the Chief Education Officer (Teachers Division), P.O. Box 67, Leopold Street, Sheffield S1 1RJ, to whom completed forms should be returned by Friday 18th March, 1983.
This post was incorrectly advertised in Times Educational Supplement of 25th February, 1983. Candidates who have already applied will be considered unless they indicate otherwise. (54966) 110010

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
ST. MONICAS R.C. PRIMARY SCHOOL
Woodsend Road South, Flixton, Manchester M31 3HS
Tel: 061-748 3353
HEAD (Group 5)
Required September 1983. The Governors invite applications from suitably qualified and experienced practising catholic teachers. Application forms and further particulars available from Chief Education Officer, Schools Section, Town Hall, Sale M33 1ZF. (Tel: 061-973 2253, Ext. 280).
Completed forms to be returned to Rev. Fr. T. Lennon, St Monicas Presbytery, Woodsend Road South, Flixton M31 3PA. Closing date 18th March 1983. (65478) 110010

WILTSHIRE
MONKTON PARK COUNTY PRIMARY SCHOOL
Chippenham
Group 4, N.O.R. 182
HEAD TEACHER required from September 1983.
Application form and further details (S.A.E. please) from the Chief Education Officer, County Hall, Trowbridge BA14 8JB, to whom completed forms should be returned by 26th March, 1983. (54811) 110010

WILTSHIRE
ST. BARNABAS C.E. CONTROLLED PRIMARY SCHOOL
Market Lavington
Group 4, N.O.R. 183
HEAD TEACHER required from September 1983.
Application form and further details (S.A.E. please) from The Chief Education Officer, County Hall, Trowbridge BA14 8JB, to whom completed forms should be returned by 26th March, 1983. (54812) 110010

WOLVERHAMPTON
BOROUGH COUNCIL EDUCATION COMMITTEE
Required for September 1983
PERRY HALL JUNIOR SCHOOL
Head Teacher Group 6
WHITGREAVE JUNIOR SCHOOL
Head Teacher Group 5
ST THOMAS' CE J & I SCHOOL
Head Teacher Group 4
Application forms and further details are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement (SAE Please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. (54979) 110010

Deputy Headships Second Masters/ Mistresses

BARNET
LONDON BOROUGH
Required September 1983:-
CHILDS HILL J.M.I. SCHOOL
Dersingham Road, Childs Hill NW2 1SL
Roll 215
DEPUTY HEAD TEACHER - GROUP 4
Applications are invited from suitably qualified candidates. (Readvertisement - Previous applicants will be re-considered).
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms (s.a.e.) obtainable from and returnable to the Director of Educational Services, Town Hall, Friern Barnet N11 3DL by 18th March, 1983. (55022) 110012

BERKSHIRE
GEORGE PALMER JUNIOR SCHOOL
Basingstoke Road, Reading RG2 0EN.
N.O.R. 246
Required September 1983, DEPUTY HEADTEACHER (Group 5).
Application forms and further details from Headteacher (sae). Closing date 22nd April 1983.
Berkshire County Council is an equal opportunity employer. (54103) 110012

BERKSHIRE
DOWNSWAY C.P. SCHOOL
Warbeck Drive, Tilehurst, Reading RG3 6FE.
N.O.R. 200
Required September 1983 DEPUTY HEAD (Group 4).
Application forms and further details from Headteacher (sae). Closing date 25 March 1983.
Berkshire County Council is an equal opportunity employer. (54108) 110012

Hounslow
(London Borough of) EDUCATION COMMITTEE
Education Department, Civic Centre, Lampton Road, Hounslow TW3 4DN.
GREEN DRAGON JUNIOR SCHOOL (Group 5)
North Road, Brentford, Middx.
Tel: 01–568 3958
Headteacher: Mr. R. Bland, BPhil.(Ed.)
Required as soon as possible:
Deputy Headteacher
Applications are invited from suitably qualified and experienced teachers.
LONDON ALLOWANCE: £549 p.a.
Application forms and further details are obtainable from the Director of Education (Ref: PA/PDO) to whom they should be returned by 18th March, 1983. Please enclose s.a.e.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER.

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN AREA
LENT RISE COUNTY COMBINED SCHOOL (GROUP 6)
Lent Rise Road, Burnham SL1 7NP
Head: I.R. Feter
Required for September 1983, an experienced and enthusiastic teacher for this well established school, with approximately 350 pupils on roll. Candidates with experience with the lower age range would be an advantage, but this is not essential.
Application form and further particulars from Education Officer, 26 London Road West, Amersham, to whom they should be returned by 21st March 1983. (54625) 110012

CAMBRIDGESHIRE
Applications are invited for the following DEPUTY HEADSHIPS to commence in September.
KINGS HEDGES INFANTS SCHOOL
Cambridge
Group 4, 180 on roll
LITTLEPORT COUNTY PRIMARY SCHOOL
Group 6, 380 on roll
SUTTON VOLUNTARY PRIMARY SCHOOL
Group 4, 290 on roll
Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge, CB5 0AP (s.a.e. please) returnable by 14th March. (65318) 110012

CAMBRIDGESHIRE
CHERRY HINTON COMMUNITY JUNIOR SCHOOL
Applications are invited for the post of DEPUTY HEADTEACHER Group 5, 250 on roll to commence in September.
Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge CB5 0AP (s.a.e. please) returnable by 14th March. (55072) 110012

DERBYSHIRE
EDUCATION COMMITTEE
DEPUTY HEADSHIPS
DALE PRIMARY SCHOOL
Porter Road, Derby DE3 6NN
Group 7
Max NOR 570
Previous applicants will automatically be reconsidered.
ST WERBURGH'S CE (AIDED) PRIMARY SCHOOL
Church Street, Spondon, Derby DE2 7LL
Group 6
Max NOR 360
Applications would be particularly welcome from teachers who have experience with the infant age range.
Further details and application forms are available from and returnable to the Headteacher of the appropriate school (SAE PLEASE). Closing date 18th March 1983.
DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (65413) 110012

DERBYSHIRE
EDUCATION COMMITTEE
MIDDLETON PRIMARY SCHOOL
Middleton by Wirksworth, Derbyshire DE4 4LQ
Tel. Wirksworth 2256
DEPUTY HEAD required, Group 2
Application forms and further details from the Head (s.a.e. please).
Closing date 18th March, 1983.
DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (65461) 110012

DEVON
Please see displayed advertisement on page 59. (55006) 110012

EAST SUSSEX
SEAFORD COUNTY PRIMARY SCHOOL
Church Street, Seaford BN25 1HH
Required September 1983, Deputy Headteacher (Group 4). Vacancy due to promotion of holder. Lively and enthusiastic interest in the whole range of Primary work with the ability to co-ordinate the development of the curriculum. State curriculum strengths.
Relocation grant available in approved cases.
Application forms and further details (s.a.e. please) from the County Education Officer, Education Department, County Hall, St. Anne's Crescent, Lewes BN7 1SG, and returnable to the Headmaster by 21st March. (65559) 110012

HAMPSHIRE
CROOKHAM COUNTY JUNIOR SCHOOL
Tweseldown Road, Church Crookham, Aldershot, Hants GU13 0BY
N.O.R. approx 500
Required for September 1983. Applications are invited for the post of Second Master/mistress. Group 7 School. Closing date 14th March 1983.
Application forms and further details obtainable from Head Teacher on receipt of stamped addressed envelope. (65315) 110012

HAMPSHIRE
BISHOPS WOOD COUNTY INFANT
Barlows Road, Tadley, Basingstoke RG26 6NA
Group 4 - Deputy Headteacher required for September, 1983.
Written applications/further details from Headteacher. Closing date 25th March, 1983. (65320) 110012

HAMPSHIRE
COPNOR FIRST SCHOOL
Copnor Road, Portsmouth, Hants PO3 5BZ
Required from September 1983 DEPUTY HEAD Group 4.
Send s.a.e. to Headmistress for details and application form.
Closing date 18.3.83 (65099) 110012

HERTFORDSHIRE
POPE PAUL RC JMI
Baker Street, Potters Bar EN6 2ES
DEPUTY HEAD (GROUP 4)
Required for September 1983, an experienced practising Catholic Teacher for this Group 4 School on the outer fringe of London.
Application forms and further details are available from the Head, C.M. Rees at the School. Completed forms should be returned to The Schools' Committee, 11 Wilfred Street, SW1E 6PR before 18th March.
Applicants should give name/address of their parish referee. (67258) 110012

HILLINGDON
LONDON BOROUGH OF HILLINGDON
GRANGE PARK JUNIOR SCHOOL
Lansbury Drive, Hayes, Middlesex UB4 8SF
Required for Autumn Term 1983, a Deputy Head Teacher for this Group 5 School.
Outer London Allowance Payable.
Application forms from The Director of Education, Civic Centre, Uxbridge, Middx. (Tel: Uxbridge 50469) to whom they should be returned. Closing date: 16 March 1983. (54821) 110012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT - CANTERBURY DIVISION
ST. PHILIP HOWARD R.C. (AIDED) PRIMARY SCHOOL
Herne Bay
(Number on roll: 230)
Applications are invited for the appointment of Deputy Head Teacher of this Group 4 Catholic Aided Primary School to take up duties from the beginning of the Autumn Term, 1983.
A suitably qualified and experienced teacher is sought, able to at the Headmistress in the running of the school and to demonstrate by example good classroom practice. The Governors will wish to appoint a Catholic teacher.
Application forms and further details from the Divisional Education Officer, 1 London Road, Canterbury, Kent CT2 8LT (s.a.e. please) (55159) 110012

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
CORPUS CHRISTI R.C. PRIMARY SCHOOL
Chestnut Grove, New Malden, Surrey, KT3 3JU
267 on roll
Head: C.B. Curtis, Dip.Ed.
DEPUTY HEAD TEACHER (Group 5), required for September 1983. Vacancy due to promotion of present Deputy to a Headship. Applicants must be committed and practising Catholics, be interested in the development of the school as a community and lively and enthusiastic leaders of curriculum staff. London Allowance £615.
Application forms, and further details, available from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey (s.a.e. please), to whom they should be returned by Friday, 18th March, 1983. (54130) 110012

LANCASHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
GARSTANG C.E. (AIDED)
Garstang, Preston
(190 on Roll)
DEPUTY HEADTEACHER - GROUP 4
Communicant members of C. of E. preferred.
Music advantage.
POULTON-LE-FYLDE C.E. (AIDED)
Poulton-Le-Fylde, Blackpool
(211 on Roll)
DEPUTY HEADTEACHER - GROUP 4
Communicant members of C. of E. preferred.
Additional responsibility as Maths.
Co-ordinator and for Boys Games
BOTH the above posts are required for 1st September, 1983, and the closing date is 17th March 1983.
For application form and addresses to whom completed forms should be sent, send SAE (foolscap) to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ.
Lancashire County Council is an Equal Opportunities employer. (65370) 110012

PRIMARY DEPUTY HEADSHIPS
continued

NORFOLK
DEPUTY HEADS
required for
ASHLEIGH COUNTY FIRST SCHOOL
Wymondham
(Group 4)
Application forms and details from Area Education Officer, Gladstone House, St. Giles Street, Norwich NR2 1TQ.
FELTWELL VOLUNTARY CONTROLLED PRIMARY SCHOOL
Thetford
(Group 4)
HEACHAM FIRST SCHOOL
King's Lynn
(Group 4)
Application forms and details from Area Education Officer, St. Margaret's House, King's Lynn PE30 5DR.
Application forms for all posts sent on receipt of a stamped addressed foolscap envelope.
Closing date for applications - 18th March, 1983. (55343) 110012

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
THE RUSSELL JM/I SCHOOL
Petersham Road, Petersham, Richmond, Surrey TW10 7AH
(Group 4)
Required for September 1983, an experienced and enthusiastic teacher for the post of Deputy Head-teacher of this one form entry primary school with nursery unit.
Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, to whom completed forms should be returned by 18th March. (54858) 110012

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
WINDMILL HILL INFANT SCHOOL
Ash View, Chapeltown, Sheffield S30 4ZD
A group 4 deputy headteacher is required from September 1983.
Application forms and further details, if available, are obtainable from the Chief Education Officer, (Teachers Division), to whom completed forms should be returned at PO Box 67, Leopold Street, Sheffield S1 1RJ by Friday 18 March 1983. (67124) 110012

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
LOWFIELD JUNIOR AND INFANT SCHOOL
Queens Road, Sheffield
Required for September 1983, Group 4 + SPS Deputy Head Teacher for this inner city school with developing purpose-built premises.
Application forms and further details, if available, are obtainable from the Chief Education Officer, (Teachers Division) to whom completed forms should be returned at PO Box 67, Leopold Street, Sheffield S1 1RJ by Friday 18 March 1983. (67125) 110012

WOLVERHAMPTON
BOROUGH COUNCIL EDUCATION COMMITTEE
Required for September 1983
DUDLEY ROAD J & I SCHOOL
Deputy Head Group 4
LONG KNOWLE J & I SCHOOL
Deputy Head Group 4
EAST PARK INFANTS SCHOOL
Deputy Head Group 4
CHRIST CHURCH CE INFANTS SCHOOL (Leicester Street)
Deputy Head Group 4
Application forms and further details are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races, and registered disabled people. (54980) 110012

WILTSHIRE
IDMISTON C.E. AIDED PRIMARY SCHOOL
Idmiston Street, Porton, Salisbury
Group 3, N.O.R. 100
DEPUTY HEAD TEACHER required from September 1983.
Ability to provide Boys Games an advantage.
Application Form and further details (SAE please) from the Head Teacher to whom completed forms should be returned by 18th March 1983. (54810) 110012

WILTSHIRE
NORTHVIEW COUNTY PRIMARY SCHOOL
Haresfield, Highworth, Swindon, Wilts
Group 4
Estimated N.O.R. 210
DEPUTY HEAD required for September, 1983.
Applications are invited for this post from suitably qualified candidates having good primary experience.
Further details and application forms available from the Head Designate, c/o Westrop County Primary School, Highworth, Swindon, Wilts on receipt of a stamped addressed envelope to be returned by 11th March, 1983. (54808) 110012

Scale 2 Posts and above

BRENT
LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
CURRICULUM DEVELOPMENT SUPPORT UNIT
Applications are invited from experienced teachers to fill the following posts in this newly established Unit which has been set up to develop a committed approach to Multicultural Education. The posts are available from Easter or as soon as possible thereafter.
1:- Scale 4 post with responsibility for the Unit's work in relation to Curriculum Development in Primary Schools.
Officers Conditions of Service and Superannuation Scheme.
Application forms with further details (sae) obtainable from the Director of Education, P O Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, returnable by 18 March.
London Allowance of £834 per annum is payable.
Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or Sexual Orientation and from Registered Disabled Persons. Brent is fundamentally committed to Multi-Cultural education.
Previous applicants will automatically be reconsidered. (55045) 110020

CAMBRIDGESHIRE
HONEYHILL COMMUNITY PRIMARY SCHOOL
Chadburn, Paston, Peterborough PE4 6DR
Tel: Peterborough 74241
Headteacher: Mr. K. Foster
GROUP 5
REQUIRED FOR SEPTEMBER, 1983:-
Suitably qualified and experienced Teacher to take charge of an Infant Class (Scale 2). Interest in the broad aims of a purpose-built Primary School desirable.
Possible housing assistance.
Application by letter enclosing curriculum vitae and specialist interests together with the names and addresses of two referees direct to the Headteacher at the above address by 15th March, 1983. (65390) 110020

CAMBRIDGESHIRE
ST. LUKE'S C.E. (A) PRIMARY SCHOOL
Cambridge
A teacher is sought as Co-ordinator of Early Years, Scale 3 to co-ordinate and develop the Infant Education in this multi-cultural aided school to commence in September or Easter if possible.
Specialisms in Mathematics and/or Music are desirable. The Governors wish to appoint a committed Christian to this important leadership role.
Application forms and details from Senior Area Education Officer, Shire Hall, Cambridge CB3 0AP (s.a.e. please) returnable by 14th March. (65392) 110020

TEMPORARY, SCALE 1, INFANT AND JUNIOR TEACHERS
Required for summer term 1983 only.
Application forms are available from (s.a.e. please) the Director of Educational Services (Ref: AJP/MEG), Mercury House, Mercury Gardens, Romford, Essex RM1 3DR. Closing date: Friday, 18th March, 1983.
Havering

DEVON
Please see displayed advertisement on page 5 . (55011) 110020

HARINGEY
Progress with Humanity
COLERIDGE JUNIOR SCHOOL
Crescent Road, London N8 8AT
Teacher required for April or September, 1983.
Applicants should have an interest in Games/P.E. and are invited to state their other curricular interests. Salary Scale 2.
London Allowance (£834) payable.
Removal expenses - 100% allowed in approved cases.
Application Forms (S.A.E.) may be obtained from the Chief Education Officer, Education Offices, 48 - 62 Station Road, Wood Green, London N22 4TY, to whom forms should be returned by 18th March, 1983.
Haringey is an equal opportunity employer. (55044) 110020

HAVERING
LONDON BOROUGH OF HAVERING
BROOKSIDE JUNIOR SCHOOL
(Roll 228)
Dagnam Park Drive, Harold Hill, Romford RM3 9NJ
Tel: Ingrebourne 43074
Headteacher: Miss J.O. Baskett.
SCALE 2 required September 1983 for Music throughout school and also to take a class. Well equipped Music Dept., with good 'recorder' tradition. School also has service of 2 peripatetic teachers (woodwind and string). Ample opportunities to develop individual interests.
Application forms are available (s.a.e. please) from the Director of Educational Services, (Ref: AJP/MEG) Mercury House, Mercury Gardens, Romford RM1 3DR. Closing date: Friday, 18th March 1983. (65519) 110020

HERTFORDSHIRE
WOOLENWICK INFANT SCHOOL
Bridge Road, Stevenage (Group 5)
Head: Mrs. E.E. Edwards
Required for Easter 1983, Scale 2 teacher with special responsibility for music throughout the school. Applicants will also be expected to teach in a co-operative teaching situation, working an integrated day and having some knowledge of 'Breakthrough to Literacy'.
Applications to the Head, giving curriculum vitae and names and addresses of two referees. (54126) 110020

KIRKLEES
METROPOLITAN COUNCIL DIRECTORATE OF EDUCATIONAL SERVICES
ST PATRICKS RC(A) SCHOOL
George Avenue, Clayton Fields, Birkby, Huddersfield HD2 2HJ
Ref: 103
Required for 31 August 1983 an experienced teacher for the post of Head of Infants SCALE 3. Applicants must be practising members of the Roman Catholic Church.
Application forms (s.a.f.c. please) from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW (Ref PT) to be returned to The Very Reverend Canon H. Burr, Chairman of Governors, St Patricks Presbytery, 34 New North Road, Huddersfield, West Yorkshire within 14 days of this notice in the press. (55236) 110020

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
BUCKINGHAM PRIMARY SCHOOL
Buckingham Road, Hampton, Middlesex TW12 3LT
Tel: 01-941 2548
Scale 2 teacher required for September 1983 to be responsible for Boys' Games and one of the following curriculum areas - Music, Environmental Studies/Science, or Language across the curriculum. Successful applicant will be a member of Junior Area team of 4.5 teachers and must be committed to open plan/co-operative teaching methods. Visits welcomed.
Application forms and further details (foolscap s.a.e.) available from the Headmaster at the school to whom completed forms should be returned by 15th March. (65411) 110020

Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
PERMANENT UNATTACHED TEACHERS (Scale 1 or 2 depending on experience) required as soon as possible to provide supply cover in Primary and Secondary Schools. One teacher with globally retarded teaching experience is also required for work in Special Schools.
For further details see under 'Secondary Schools - other than by subject'. (55025) 110022

DEVON
Please see displayed advertisement on page 59. (55010) 110022

ESSEX
CRANBROOK COLLEGE
Ilford
(Independent day-school of 240 boys aged 5 - 18)
Temporary teacher, preferably with some experience, required in April 1983 for a 6-year-old class in the Preparatory Department. The appointment is for the Summer Term only. Burnham Scale 1 with Outer London Allowance.
Please apply by letter with full details including names, addresses and telephone numbers of two referees to: The Headmaster, Cranbrook College, Mansfield Road, Ilford, Essex IG1 3BD. (Tel: 01-554 1757). (67080) 110022

WILTSHIRE
PAXCROFT COUNTY PRIMARY SCHOOL
Ashton Street, Trowbridge, Wiltshire BA14 7LB
Group 5, NOR 244
TWO TEMPORARY TEACHERS SCALE 1 required from 11th April, 1983.
1. For Upper Juniors.
2. For Top Infants/Lower Juniors.
Both posts are for the duration of the maternity leave of full-time permanent teachers. Co-operative Teaching Unit.
Written letter of application to be sent to the Head Teacher stating age, particulars of education, training and experience and also the names and addresses of two referees by 14th March, 1983. (54809) 110022

Remedial Posts

Scale 1 Posts

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
PENRHOS C.P. SCHOOL, DIAGNOSTIC & ASSESSMENT UNIT
Applications are invited for a suitably qualified teacher to take charge of the newly established Diagnostic and Assessment Unit for infant children at Penrhos C.P. School, Ystradgynlais. The successful applicant will be required to develop the Unit's function in providing assessment and short term compensatory education for pre-school and Infant children with special education needs, and work in conjunction with the School Psychological Service. Candidates must have Infant teaching experience and preferably qualifications and experience in Special Education. Scale 1 + £678 (SSA). (Ref: 614).
Further details and application forms are obtainable from the Director of Education, Education Department, The Lindens, Spa Road, Llandrindod Wells, Powys, to whom completed application forms should be returned by 25th March, 1983 (55345) 111022

Middle School Education

Deputy Headships Second Masters/ Mistresses

ISLE OF WIGHT
COUNTY COUNCIL
VENTNOR MIDDLE SCHOOL
Newport Road, Ventnor
515 on roll
age range 9 - 13 years
Applications are invited for the post of DEPUTY HEADTEACHER at this Group 7 middle school which is situated on the outskirts of the popular holiday resort of Ventnor. The appointment will be effective from 1 September 1983.
Application forms and further details are available from the County Education Officer, County Hall, Newport, Isle of Wight PO30 1UD, to whom completed forms should be returned by 18 March 1983 (s.a.e. please). (65362) 120012

SUFFOLK
STOWMARKET MIDDLE SCHOOL
Walnut Tree Walk, Stowmarket
(Mixed comprehensive 9 - 13: 600 on roll. Group 7(c))
Required for September, 1983, SECOND MASTER/MISTRESS.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (65326) 120012

By Subject Classification

English

Heads of Department

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
SHIREMOOR MIDDLE SCHOOL
Earsdon Road, Shiremoor, Newcastle upon Tyne NE27 0RJ
Headteacher: Mr.E.H. Buckland, M.Ed.
Required for 1st September 1983.
Scale 3 HEAD of ENGLISH. A well qualified teacher with relevant experience to lead a large team in language development throughout the school.
Application forms are available on receipt of a s.a.e. from the Director of Education, The Chase, North Shields, NE29 0HW, and should be returned to the Headteacher as soon as possible. (54957) 122418

Modern Languages

Scale 1 Posts

NORTHUMBERLAND
DRURIDGE BAY COUNTY MIDDLE
Hadston Rd, South Broomhill, Morpeth NE65 9SD
Group 6 9 - 13
Comprehensive, 364 pupils.
Required from Sept. '83
Teacher to be responsible for French throughout school. Scale 2 post available for suitable applicant. Removal expenses/lodging allowance may be payable.
Application form (sae) returnable by 25.3.83 from Head. (55334) 123622

Music

Heads of Department

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
MARDEN BRIDGE MIDDLE SCHOOL
Lovaine Avenue, Whitley Bay NE25 8RW
Headteacher: Mr. R.W. Charlton, M.Ed.
Required for 1st September, 1983, Scale 3 HEAD of MUSIC. An enthusiastic and suitably experienced teacher is required to organise Music in this 9 - 13 mixed Comprehensive Middle School of 700 pupils.
Application forms are available on receipt of a s.a.e. from the Director of Education, The Chase, North Shields NE29 0HW, and should be returned to the Headteacher as soon as possible. (54955) 123818

Scale 1 Posts

OXFORDSHIRE
BISHOP KIRK MIDDLE SCHOOL
See main ad under Secondary Music Scale 1 posts. (54845) 123822

Pastoral

Heads of Department

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
SHIREMOOR MIDDLE SCHOOL
Earsdon Road, Shiremoor, Newcastle upon Tyne NE27 0RJ
Headteacher: Mr. E.H. Buckland, M.Ed.
Required for 1st September 1983
Scale 3 HEAD of FIRST YEAR. The vacancy is due to the promotion of the present holder. An experienced, well qualified teacher is required.
Application forms are available on receipt of a s.a.e. from the Director of Education, The Chase, North Shields, NE29 0HW and should be returned to the Headteacher as soon as possible. (54956) 124018

Other than by Subject Classification

Heads of Department

DORSET
EDUCATION COMMITTEE
ST OSMUNDS CE (AIDED) MIDDLE SCHOOL
Barnes Way, Dorchester
Required for September 1983 YEAR LEADER (SCALE 3).
Applications are invited for two posts of Year Leader in this 9 - 13 Middle School (Group 6). In the academic year 1983-84 it is envisaged that one person will be responsible for Year 2 (10+ age group) and the other for Year 4 (12+ age group).
Application forms and further details are available from the Headmaster (sae please).
Closing date 23 March 1983. (54550) 125618

Scale 1 Posts

ESSEX
BRENTWOOD PREPARATORY SCHOOL
Middleton Hall, Brentwood, Essex CM15 8EQ
I.A.P.S. 230 boys aged 7 - 12
Required for September 1983:- General Subjects teachers, one full-time, one part-time, in school offering an accelerated primary course for more able boys. Interest in extra curricular activities - especially elementary computer studies - particularly welcome. Non-resident, salary by arrangement.
Applications with curriculum vitae and the names of three referees to the Headmaster from whom further information may be obtained. (55100) 125622

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
WIMBLEDON CHASE MIDDLE SCHOOL
Merton Hall Road, London SW19 3QB
Headteacher: Mr R.J.J. Hardy, M.A.
Tel 01-542 1413
Age Range: 9 - 13 years
No. on Roll: 592
Required for the Summer Term 1983 a General Subjects teacher for a class of 10/11 year old pupils. Ability to teach Art/Pottery would be an advantage. Vacancy due to a maternity leave.
London Allowance £939.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
CLOSING DATE: 18th March, 1983. (65477) 125622

SUMMER IN AMERICA WORKING WITH CHILDREN
Hundreds of sports & craft teachers (min. age 19½) needed in U.S. childrens camps. Over 14,000 BUNACers have enjoyed the summer of their lives, so far in our 21 year history. Why not become one yourself. 8 weeks hard fun work, then up to 6 weeks holiday. Flight, work visa, lodging and board all paid for + a salary of $230 or $265.
INTERESTED; CONTACT:- Tim Edwards, BUNACAMP, 58 Berners Street, London W1P 3AE. Tel 01-637 7686. (67068) 125622

METROPOLITAN BOROUGH OF NORTH TYNESIDE EDUCATION COMMITTEE

Applications with full supporting letter are invited from suitably qualified and experienced teachers for appointment to the following Middle School posts: Successful candidates will be expected to take up their appointments on 1st September, 1983.

HEADSHIPS
(A) SOUTH WELLFIELD MIDDLE SCHOOL (Whitley Bay)
Group 4 Roll 190 Age Range 9–13 years
(B) WIDEOPEN MIDDLE SCHOOL (Newcastle)
Group 6 Roll 370 Age Range 9–13 years

DEPUTY HEADSHIP
(C) WILLINGTON MIDDLE SCHOOL (Wallsend)
Group 4 Roll 247 Age Range 9–13 years

Further details and application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields, Tyne and Wear, NE29 0HW, to whom they should be returned within two weeks of the appearance of this advertisement.

North TYNESIDE

Secondary Education

Headships

HUMBERSIDE
EDUCATION COMMITTEE
HEAD
REQUIRED FOR SEPTEMBER 1983
FOR
BRANSHOLME HIGH SCHOOL
Midmere Avenue, Bransholme, Hull, North Humberside
Group 13
NOR 1676
Age Range 13 - 18

Application forms and further particulars are obtainable from the Director of Education (HQ Schools), County Hall, Beverely, North Humberside HU17 9BA. (Tel: 0482 867131, Ext. 3116) to whom completed should be returned not later than Wednesday, 23 March 1983. (55126) 130010

BERKSHIRE
MAIDEN ERLEGH SCHOOL
Off Silverdale Road, Earley, Reading RG6 2HS
N.O.R. 1300
Required September 1983 HEADTEACHER (Group 12) for this 11 - 18 comprehensive school.
Application form and further details from the Director of Education (ES/IEB), Shire Hall, Shinfield Park, Reading RG2 9XE (sae). Closing date 14 March 1983.
Berkshire County Council is an equal opportunity employer. (54099) 130010

DURHAM
COUNTY COUNCIL
DURHAM GILESGATE COMPREHENSIVE SCHOOL
11 - 18 years Group II 7 F.E.
HEAD TEACHER.
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of the above-named school for September, 1983.
Stamped addressed envelope for application form and further details from Director of Education, County Hall, Durham.
Closing date for receipt of applications is 21st March 1983. (55097) 130010

NORFOLK
HEAD

CLIFF PARK COUNTY HIGH SCHOOL
GORLESTON (Group 9)

required from September, 1983, for this co-educational All-Ability High School, which admits pupils in the 12-16 age range.

Application forms and further details may be obtained from the County Education Officer, County Hall, Norwich NR1 2DL, on receipt of a stamped, addressed foolscap envelope.

Closing date for applications
18th March, 1983.

BIRMINGHAM CITY COUNCIL EDUCATION DEPARTMENT

SUTTON COLDFIELD GIRLS GRAMMAR SCHOOL
Jockey Road, Sutton Coldfield, West Midlands B73 5PT
(Tel: 354 1479)

HEADTEACHER (Group 10)

Salary £15,249–£16,443

Applications are invited for the post of Headteacher of Sutton Coldfield Girls Grammar School which becomes vacant on 1st September 1983 following the early retirement of the present Head.

The school which is situated to the North of the City, is a 7 form entry school admitting children at 12+ and currently has 710 pupils on roll.

Application forms and further particulars (s.a.e. please) from Chief Education Officer, Schools Division (West Area), Education Department, Margaret Street, Birmingham B3 3BU. Closing date 18.3.83.

HEADSHIP

Worlingham Middle School
Group 6. Ages 9–13. Number on Roll: 407

Applications are invited from suitably qualified and experienced teachers for the Headship of this 9–13 Middle School.

The village of Worlingham is situated approximately 2 miles from the busy market town of Beccles in the Waveney Valley and approximately 8 miles inland from Lowestoft.

The post becomes vacant from the beginning of the Autumn Term 1983.

Further details and application forms are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ (s.a.e. please) and completed forms should be returned by 18th March, 1983.

Suffolk County Council

LEICESTERSHIRE
MELTON MOWBRAY
JOHN FERNELEY HIGH SCHOOL
GROUP 8 HEADSHIP

HEAD required August for this well established co-educational High School catering for some 600 pupils. The post offers excellent opportunities for someone with vision and energy and a concern for the educational needs of the individual child.

Further details on request (s.a.e.).

Apply (no forms) with full particulars together with the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 15th March. (54655) 130010

OXFORDSHIRE
COUNTY COUNCIL
ICKNIELD SCHOOL
Watlington.
Group 10 Comprehensive (11 - 16). Roll 950
Applications are invited from experienced and suitably qualified teachers for this Headship, vacant from September 1983. Watlington is a small country town at the foot of the Chilterns. The school serves a wide, mainly rural catchment area and draws pupils from eight partner primary schools. A significant proportion of the school's roll is created by the parental preference policy operated by the Council.
Further particulars and application forms (to be returned by 22nd March 1983) available from the Chief Education Officer, (Ref/Sch/5A) Macclesfield House, New Road, Oxford OX1 1NA. S.A.E. essential. (55050) 130010

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
GEORGE SALTER HIGH SCHOOL
(11 - 16 Multi-Ethnic Comprehensive)

Required for 1st September 1983: Head Teacher Group 12.

Application forms and further details available from and returnable to Director of Education, Education Department, P.O. Box 41, West Bromwich, West Midlands B70 8RG. Closing date 18th March, 1983.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (55244) 130010

SOUTH GLAMORGAN COUNTY COUNCIL

HEAD TEACHER Group 11

THE BISHOP OF LLANDAFF CHURCH IN WALES HIGH SCHOOL
CARDIFF

The Governors invite applications from suitably qualified and experienced teachers, who are practising members of the Anglican Communion, for the post of Head Teacher of this voluntary aided school. The successful candidate will be required to commence duties in September, 1983. The vacancy has arisen through the retirement of the present Head Teacher.

The school is a 6 Form entry Comprehensive High School for pupils from 11 to 18 years of age with a VIth Form of 180 pupils. It is situated in the Cathedral Parish of Llandaff and serves most of the western half of South Glamorgan.

Applicants should possess a good honours degree and should preferably have had experience in posts of responsibility in Comprehensive education.

Application forms and further particulars for the above post may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

L. J. A. Cule, Director of Education
Education Offices, Kingsway, Cardiff

Headships

The following headships will shortly become vacant—

The Longlands School
(11-16 co-ed. comp. 788 on roll, Group 9)

Redhill School
(11-16 co-ed. comp. 1090 on roll, Group 10)

These well established schools serve mixed residential areas close to the centre of Stourbridge in the West Midlands and have a good record of academic success.

Application forms/details (foolscap SAE) from Director of Education, 2 St. James's Road, Dudley, West Midlands, DY1 1JP. Return by Monday, 21st March 1983.

DUDLEY
Metropolitan Borough

Deputy Headships Second Masters/ Mistresses

BEDFORDSHIRE
NORTHERN AREA
HASTINGSBURY UPPER SCHOOL AND COMMUNITY COLLEGE
Hill Rise, Kempston, Beds
Headmaster Mr J. B. Oliver
Tel: Bedford 853636
13 - 18 Mixed comprehensive upper school, anticipated no. on roll 792
Required for September 1983, a second Master/Mistress, Group 11, to join a developing Senior Management Team.
The post involves the promotion and efficient and effective use of material resources, within a community college setting.
Experience in procedures for the identification of resource needs, budgeting and/or computerised administration systems would be an advantage.
The specific responsibilities of this new role will depend upon the individual strenghs of the successful applicant but all the roles within the Senior Management Team offer an opportunity for a teamwork approach to innovation.
Application forms and further details from the Headmaster, sae please. (55547) 130012

BUCKINGHAMSHIRE
THE CARRINGTON COUNTY MIDDLE SCHOOL
4 Chapel Road, Flackwell Heath, High Wycombe, Bucks
Head: Mr. B.P. Smith
Roll: 276 mixed
Required from September, 1983, Deputy Headteacher for this Group 5 Middle School.
Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment £750) and incidental expenses of £125 payable in approved cases.
Application forms and further particulars from Education Officer, Thames House, 9 Castle Street, High Wycombe, Bucks, on receipt of a stamped addressed envelope, to be returned by 21st March, 1983. (54995) 130012

DORSET
BLANDFORD UPPER SCHOOL
Milldown Road, Blandford DT11 7SQ
(Comprehensive Mixed 13 - 18, 780 on roll, 160 in sixth form)

Required for September 1983:-

Deputy Headmaster/Headmistress (Group 11) with responsibility for Pastoral Care as well as contributing to the senior management of the school.

Information and forms (s.a.f.e. please) from the Headmaster at the school. Closing date 14 March 1983. (54073) 130012

BUCKINGHAMSHIRE
BARTHOLOMEW TIPPING COUNTY SECONDARY SCHOOL
Stokenchurch, High Wycombe, Bucks.
Head: K.A.J. Billing, B.A., Dip. Ed.
Roll: 430 mixed
Second Master/Mistress required for September, 1983, in this Group 8 non-selective Secondary School.
Reimbursement of removal expenses, allowance on legal and Estate Agents fees (maximum payment £750) and incidental expenses of £125 payable in approved cases. Housing allowance pending removal also payable in approved cases.
Application forms and further particulars from Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks, on receipt of stamped addressed envelope, to be returned by 21st March, 1983. (54990) 130012

ENFIELD
LONDON BOROUGH OF ENFIELD
ST. ANGELA'S R.C. SCHOOL FOR GIRLS
Oakthorpe Rd, London N13 5TY
Voluntary Aided Upper Tier Comprehensive. Age range 14 - 18 Roll 700.
Required for September, 1983, a Senior Teacher as HEAD OF SIXTH FORM (Scale Senior Teacher). The Sixth Form currently has 270 students following a wide range of courses. This is a re-advertisement previous applicants will be re-considered.
Applicants should be practising Roman Catholics.
London Allowance, £615. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (foolscap SAE) obtainable from the Head Teacher at the School, to whom they should be returned by 16th March, 1983. (55034) 130012

ESSEX
THE COLNE HIGH SCHOOL
Church Road, Brightlingsea.
(Roll 1234)
Tel: Brightlingsea 351)
SECOND MISTRESS/MASTER DEPUTY HEAD SCALE.
For this Group 12 comprehensive school, to commence 1st September 1983. We require a well experienced and qualified Teacher with sound management experience to take a leading role. Closing date: 21st March 1983.
Application forms and further information from the Area Education Office, Park Road, Colchester CO3 3UP (foolscap s.a.e. please). (65509) 130012

Required for 1st September, 1983:
Applications are invited for the following:

PONTLLANFRAITH COMPREHENSIVE SCHOOL (11-18)
HEADTEACHER Group 10

DUFFRYN COMPREHENSIVE SCHOOL, NEWPORT (11-18)
SECOND DEPUTY HEADTEACHER Group 12

FAIRWATER COMPREHENSIVE SCHOOL, CWMBRAN (11-18)
SECOND DEPUTY HEADTEACHER Group 12

ABERSYCHAN COMPREHENSIVE SCHOOL (11-18)
SECOND DEPUTY HEADTEACHER Group 10

Application forms and further information, where available, obtainable from the Director of Education, County Hall, Cwmbran, Gwent, on receipt of a s.a.e. to whom completed applications should be returned by 19th March, 1983.

Gwent County Council

WHITMORE HIGH SCHOOL
Porlock Avenue, South Harrow
Middlesex HA2 0AD
01-864 7688/9

Director of Studies

(Second Master/Mistress Group 11)

An enthusiastic and energetic teacher required for this new and challenging post of DIRECTOR OF STUDIES (Second Master/Mistress Group 11).

Applicants should have a serious interest in strategies which give all pupils' access to the whole curriculum. They should be committed to mixed-ability teaching, the provision of equal opportunities for all and to open school government.

Application forms from and to be returned to The Headteacher by Wednesday, 16th March, 1983. Please enclose stamped addressed envelope.

Harrow Education
an equal opportunity employer

DEVON
Please see displayed advertisement on page (55005) 130012

HILLINGDON
LONDON BOROUGH OF HILLINGDON
WALSINGHAM RC SCHOOL
Springfield Road, Hayes, Middlesex UB4 0LT
(Number on roll 477, 81 in Sixth Form)

SECOND MASTER/MISTRESS (Deputy Head Secondary Scale) REQUIRED FOR SEPTEMBER 1983 (Re-advertisement).

Experienced graduate required for the above post in this Group 8 ... school. The successful applicant will be a member of the Senior Management Team and will be expected to play a major role in the running of the school. The primary responsibility of this appointment is the co-ordination and development of the curriculum. Experience of timetable planning and construction would be an advantage.

Applicants should be practising Catholics.

Application forms may be obtained by telephoning or writing to the School. Completed forms to be returned to the Clerk to the Governors, 8 Brookside Road, Hayes, Middlesex UB4 0PG to arrive not later than 18th March 1983.

Outer London and 87A Allowance Payable. (95307) 130012

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT
ELLESMERE PARK HIGH SCHOOL
Wentworth Road, Eccles, Manchester
(11 - 16 Comprehensive School - 920 on roll)
Required for 1st September 1983, Second Mistress/Master (Deputy Head Scale Group 10).
Application forms and further details are available from the Headmaster (s.a.e.) to whom completed applications should be returned within 14 days of the appearance of this advertisement.
(55090) 130012

SECONDARY DEPUTY HEADSHIPS
continued

LEICESTERSHIRE
SOUTH WIGSTON HIGH SCHOOL
St. Thomas' Road, Wigston, Leicester LE8 2TA
(11 - 14, NOR 660).
Head - Mr. E.D. Bothamley
SECOND DEPUTY
Group 8

REQUIRED AUGUST. An experienced teacher with energy and enthusiasm is required for a vacancy which has arisen through the promotion of the holder,.. Autumn 1984 sees our first 10+ intake and sympathy with this development is a prerequisite of the post.

Before applying, candidates should request further details from the Head (SAE).

Closing date 15/3/83. (53258) 130012

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
ORLEANS PARK SCHOOL
Richmond Road, Twickenham TW1 3BB
Tel: (01) 891 0187
Headteacher: Garth Freeman, JP, MA

SECOND MASTER/MISTRESS (Group 10 plus Outer London Allowance of £549 p.a.)

Applications are invited from suitably qualified and experienced teachers for the post of Second Master/Mistress of this 6 f.e. 11 - 16 co-educational comprehensive school. The post will become vacant from 1st September 1983 following the promotion to headship of the previous holder, who was responsible for the school's timetable, daily staff substitution and girls' welfare.

Application forms and further details available from the Director of Education, London Road, Twickenham, Middlesex TW1 3QB (enclosing S.A.E.) and returnable to the Headteacher at the school by Wednesday 9th March. (54359) 130012

SUFFOLK
WESTBOURNE HIGH SCHOOL
Marlow Road, Ipswich IP1 5JW
(11 - 18 Mixed Comprehensive, roll 1600)
CO-ORDINATOR OF PASTORAL WORK, LIAISON AND COMMUNITY AFFAIRS SENIOR TEACHER SCALE.
Required September 1983 well-qualified and experienced teacher to take responsibility for the school's pastoral system and to co-ordinate all aspects of liaison with other schools outside agencies and the school's community.
Closing date for applications two weeks from appearance of advertisement.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (65589) 130012

SURREY
BISHOP REINDORP SCHOOL
Larch Avenue, Guildford
Tel: Guildford 37373
Mixed Comprehensive 12 - 18 years, 1350 pupils
Required for September, 1983, a Second Master/Mistress (DEPUTY HEAD, Scale, Group 12).
A teacher of energy and enthusiasm is sought to be fully involved in all aspects of school team management but with special responsibility for staff liaison and administration, boys' discipline and links with the local community. Other specific responsibility can be arranged to meet individual strengths.
Candidates should be practising Anglicans and sympathetic to the aims and ethos of a Voluntary Aided Diocesan Church School.
Further details may be obtained from the Headmaster. (65252) 130012

WEST SUSSEX
MILLAIS SCHOOL
Depot Road, Horsham, W Sussex, RH13 5HR
Girls Comprehensive, nor 1140
Required September 1983 - Senior Teacher to join the School's management team. A well qualified and experienced person is sought who will share: curriculum development, organisation and administrative duties and offer a strong contribution to the well established academic tradition of the school.
Further details and application forms from the Headmistress at the school on receipt of sae. (55092) 130012

Remedial Posts

Heads of Department

EAST SUSSEX
BEXHILL HIGH SCHOOL
Down Road, Bexhill-on-Sea TN39 4HT
Mixed Comprehensive 11 - 18 1335 on roll
Required September 1983, Head of Remedial Department, Scale 3. Applicants must be experienced and have an interest in the general wellbeing and progress of pupils throughout the five years of secondary education. Relocation grants available in approved cases.
Application forms and further details from the Headmaster (s.a.e. please). Closing date 18th March 1983. (65451) 131018

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
SOUTHFIELDS SCHOOL
Singlewell Road, Gravesend, Kent. DA11 7RF
Roll: 750
This is a Thames-side High School, age range 11 - 16 with courses to G.C.E. and C.S.E. examinations.
Required for September, 1983, Head of Remedial Department, Scale 4. An experienced and enthusiastic teacher is required to lead and develop this area of work within the school. The ability to take a broad curriculum view would be an advantage.
Application forms and further details are available from the Headmaster at the school. Closing date 21st March, 1983. (55135) 131018

ST. HELENS
EDUCATION COMMITTEE
SELWYN JONES HIGH SCHOOL
Ashton Road, Newton-le-Willows WA12 0AD
(11 - 18 mixed Comprehensive: 1,532 on roll, 96 in sixth form).
HEAD OF REMEDIAL DEPARTMENT (Scale 3).
Required for September, 1983, to organize Remedial provision throughout the school.
Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (55066) 131018

SURREY
EDUCATION COMMITTEE
THE WINSTON CHURCHILL SCHOOL
(12 - 16, 10 FORM ENTRY, COMP.)
Woking
HEAD OF DEPT. for slow learners required September 1983. Scale 3/4 depending on qualifications and experience. Remedial Dept. in separate unit with 3 Full and 2 Part-time teachers.
Applications and further details from Head, Tel. Brookwood 6861. (55357) 131018

Scale 2 Posts and above

DEVON
Please see displayed advertisement on page 59. (55007) 131020

SHEFFIELD
CITY OF EDUCATION DEPARTMENT
ABBEYDALE GRANGE SCHOOL
Hastings Road, Sheffield S7 2GU
Co-ordinator for Special needs, Scale 4
Required as soon as possible, but certainly Easter, 1983, a teacher with broad and relevant experience, imagination and energy for this major new post. The person appointed will be required to establish and direct from September, 1983 a resourse for children selected as having moderate learning difficulties, on the model of a successful integrated provision at a feeder Junior school.
The post will also involve the oversight of the work of one current Remedial Department with the intention that in due course the person appointed will be leading a large and enthusiastic team of staff who together offer a flexible and co-ordinated response to a very wide range of special needs. At such a stage, the nature of the post is likely to warrant senior teacher status.
Application forms and further details are available from the Headteacher, Mr.R.D. Taylor M.A. at the school. Completed forms should be returned by no later than 18th March, 1983. (54968) 131020

ST. HELENS
EDUCATION COMMITTEE
RIVINGTON HIGH SCHOOL
(11 - 18 years mixed Comprehensive; 1,002 on roll, 49 in sixth form)
Rivington Road, St. Helens WA10 4ND
ENGLISH/LIBRARY AND RESOURCES (SCALE 2)
Required for September 1983, to be responsible for the development of the Library and Resources in general.
Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (55354) 131020

SUFFOLK
DEBDEN HIGH SCHOOL
Garrison Lane, Felixstowe IP11 7RF
Required for September, 1983, a teacher (Scale 2) to work as part of a team for SPECIAL NEEDS and to take specific responsibility within Year 1, closing date for application two weeks after the appearance of advertisement.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (65537) 131020

Scale 1 Posts

NORTHAMPTONSHIRE
NORTHAMPTON LINGS SCHOOL
Billing Brook Road, Lings, Northampton NN3 4NH

Required for September, a Remedial Teacher (Scale 1) to work within the Remedial Department of this growing 13 - 18 coeducational comprehensive school. An interest in remedial work in all areas of the curriculum as well as basic Mathematics and English is sought.

Further details and application forms are available from the Headmaster. (SAE please). (65420) 131022

SURREY
The Link School
Teacher required to specialise in language development. See under special scale one. (01243) 131022

By Subject Classification

Arts and Design

Heads of Department

HAVERING
LONDON BOROUGH OF HAVERING
FOREST LODGE SCHOOL
Lodge Lane, Romford RM5 2LD
(Roll 1250 Mixed)
Tel: Romford 46412.
Headteacher: Mrs. P.A. Atherton.
HEAD OF TECHNOLOGY, SCALE 3/SECOND IN CDT DEPARTMENT
Required Easter 1983 if possible to join the well established CDT Department. The applicant should be well versed in the problem solving approach to CDT, capable of offering experience and skills in a variety of media and of establishing links with other departments.
Letters of application and full curriculum vitae naming two referees should be sent direct to the Headteacher at the school. Closing date: Friday 18th March, 1983. (65505) 131218

NORTHAMPTONSHIRE
THE FERRERS SCHOOL
Queens Way, Higham Ferrers, Wellingborough, Northants NN9 8LF
HEAD OF ART
(Scale 2)

The Ferrers is a new purpose-built 11 - 18 co-educational comprehensive school which opened in 1980 and has pupils up to 4th year at present.

Required for September 1983, an enthusiastic Head of Art with experience in Graphics and Printing and the ability to develop these areas. A Fine Art background would be desirable. The Art Department is part of the purpose-built faculty of Science and Design and links between the various subjects in the faculty are growing.

Further details an application forms available from the Headmistress (SAE please). (65434) 131218

Scale 1 Posts

NEWHAM
LONDON BOROUGH OF NEWHAM
CUMBERLAND SCHOOL
Prince Regent Lane, London E13 8SG
Head Teacher: J.A.McDonald
Number on roll: 1180
TEMPORARY TEACHER OF ART, Scale 1, required for the Summer Term.
The work will be mainly in the Upper School (Years 3 upwards) and will include examination classes.
London Allowance: £939 plus Social Priority Allowance.
Application forms available from the Head Teacher (s.a.e. please) to whom completed forms should be returned by 15th March 1983.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BR. (54965) 131222

NORTHAMPTONSHIRE
BUGBROOKE CAMPION SCHOOL
Bugbrooke, Northampton NN7 3QG

Applications are invited for a specialist Art post, Scale 1, available in September.

This comprehensive school of 1200 pupils aged 11 to 18, occupies purpose built premises on a pleasant rural site. Pupils are well motivated and enjoy active parental support. Art is a very popular subject throughout the school. Courses lead to CSE Ordinary level and Advanced level in addition to CSE courses.

Candidates with particular interest in Fine Art and two dimensional work, would have a chance to specialise within the Department.

Application by letter, giving the name of two referees, to the Headmaster. (65492) 131222

Careers

Heads of Department

HARINGEY
Progress with Humanity
WHITE HART LANE SCHOOL
White Hart Lane, Wood Green, London N22 5QJ
HEAD OF CAREERS EDUCATION AND GUIDANCE
SCALE 3
There is an appointed Senior Teacher responsible for Continuing Education and Training, and Careers Guidance. A Head of Careers is required for September 1983 to work closely with this senior colleague on all aspects of careers guidance throughout the school, including liaison with the Careers Advisory Service, and the fostering of links with industry and commerce. A careers course is part of the common core syllabus within the school.
Further details and application forms can be obtained from Mr. L. G. Warne, Head Designate, c/o: Creighton School, Comprehensive Avenue, Muswell Hill N10 1NS.
Closing date - 21 March, 1983.
London Allowance (£834) payable.
Removal Expenses - 100% allowed in approved cases.
Haringey is an equal opportunity employer. (55045) 131418

Commercial Subjects

Scale 2 Posts and above

HOUNSLOW
LAMPTON SCHOOL
Lampton Avenue, Hounslow TW3 4EP
Headteacher: Donald M. Jordan BSc.Econ
(Co-educational: 850 pupils 11 - 19 comprehensive).
REQUIRED FOR SEPTEMBER 1983 (OR EARLIER, IF POSSIBLE). Teacher i/c Commercial Subjects (including Typing and Shorthand), Scale 2. Secretarial subjects are taught in the 4th, 5th and 6th years. We are co-operating closely with our neighbouring Heston School to extend opportunities for 6th form students.
The successful applicant will be involved in the development of RSA Diploma Courses in Business and Secretarial Studies for 6th form students and will join the advisory group of teachers concerned with the purchase of and the use of micro-technology within the school.
LONDON ALLOWANCE: £549 p.a.
Letters of application in the first instance to the Headteacher giving details of experience, interests and qualifications, and the names and addresses of two referees (s.a.e. please). Closing date 14 days from the appearance of this advertisement. (54665) 131820

Scale 1 Posts

ROTHERHAM
METROPOLITAN COUNCIL
KIMBERWORTH COMPREHENSIVE SCHOOL
11 - 16 Mixed. Approx. 895 on roll
Required for September, 1983
ASSISTANT TEACHER - SCALE 1 OR 2
Required for Typing and Office Practice to be responsible for a well established Department. Ability to innovate desirable. Scale 2 may be available for a well qualified and experienced candidate.
Closing Date: 15th March, 1983.
Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Kimberworth Road, Rotherham S61 1HE (Tel: Rotherham 554471).
W.B. Mussett, Director of Personnel Resources. (54985) 131822

SUFFOLK
NEWMARKET UPPER SCHOOL
Exning Road, Newmarket.
(Mixed comprehensive 13 - 18: 1,030 on roll)
Required for September, 1983, a teacher of COMMERCIAL SUBJECTS (Scale 1 - Scale 2 possibility for experienced teacher) Typing, Office Practice, Commerce, etc.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (65527) 131822

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
McENTEE SENIOR HIGH SCHOOL
Billett Road E17
REQUIRED FOR EASTER/SEPTEMBER
Headmaster: G.P. JONES.
ACCOUNTS/BUSINESS STUDIES SCALE 1 (+ Outer London Allowance) required in this comprehensive school for pupils aged 14 - 19 years (780 on roll) to teach the subjects up to 'A' level. Scale 2 may be offered to an experienced candidate. A temporary or part-time applicant would be considered for the summer term to teach up to 'O' level.
Please apply to the Headmaster, sending a C.V. and the names of 2 referees. Ref. No: P.85/71. (65507) 131822

Computer Studies

Heads of Department

WILTSHIRE
SHELDON SCHOOL
Chippenham SN14 6HJ
(Tel: 0249 651216)
Mixed 11 - 18
Comprehensive, 1260 on roll.
Required for September to join a highly successful mathematics faculty team, a good honours MATHEMATICS graduate with proven success at teaching the whole age and ability range from year one to Oxbridge entrance and to head up a major COMPUTER DEVELOPMENT PROGRAMME within the school which aims to develop computer assisted learning across the entire curriculum, including developments in administration.
THIS IS A SCALE 3 POST.
The school does not run a computer studies course as part of the timetable curriculum. The school is currently undertaking a major investment in a 480Z Research Machines network system. In addition to the individual PETS, BBC Micros and 380Z already in use for teaching and administration. Commitment to staff training and the strong promotion of the use of this technology right across the curriculum of the school are essential requirements. There is a computer room adjoining the school's Resource Area.
The vacancy occurs because of the promotion of the present holder.
The person appointed would also act as tutor to a mixed ability tutor group within a well-established year system.
Further details on receipt of SAE.
Application by letter to the Headmistress, together with full curriculum vitae and the names and addresses of two professional referees. Closing date: 14th March 1983. (65378) 132018

NORTHAMPTONSHIRE
ROTHWELL MONTSAYE SCHOOL
Greening Road, Rothwell, Kettering, Northants NN14 2BB
Required for September, 1983, a Scale 3 Head of Computer Studies. Examination courses to CSE, 'O' and 'A' level are well established. The department takes an active role in computer education across the curriculum and in supporting developments in Microelectronics and Design Technology. The school has a well-equipped computer room and a BBC/Acorn network is being installed in each area of the school. The vacancy occurs due to the promotion of the present Head of Department and offers considerable opportunity for a keen and enthusiastic teacher.
Montsaye is an 11 - 18 comprehensive (1230 on roll, 135 in the Sixth Form) serving a rural catchment area.
Application forms and further details are available from the Headmaster (SAE please). (65424) 132018

STAFFORDSHIRE
EDUCATION COMMITTEE
WESTWOOD HIGH SCHOOL
Westwood Park, Leek ST13 8NP
13 - 18 Mixed Comprehensive (N.O.R. 850)
HEAD OF COMPUTER STUDIES (Scale 3) required for September 1983. Existing Computer Studies courses (at C.S.E., G.C.E. 'O' level and 'A' level) and the Computer Education Course for all pupils 13 - 16 will require consolidation. The main development expected is in the use of micro-electronics throughout the School, assisted by Staffordshire Educational Computing Centre. Some assistance with the teaching of Mathematics is required.
Further details and application forms are available from the Headmaster at the School (s.a.e.) to whom completed forms must be returned by 18th March 1983.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (65446) 132018

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (S.A.E., foolscap) from the Heads at the Schools.
Please quote reference 4/3 on correspondence.

Secondary

Preston School, Yeovil
(11–16 mixed comprehensive, 1080)
For September, 1983:
(i) HEAD OF HOME ECONOMICS/TEXTILE ARTS, Scale 2.
Applications are invited from suitably qualified and experienced teachers for this important post in the craft/design field.
Closing date: 11th March, 1983.
(ii) Teacher of PHYSICAL EDUCATION, Scale 1.
Applications are invited from practising teachers and students in their final year of training. Ability to assist with girls' games an advantage.
Closing date: 8th March, 1983.

The Kings of Wessex V.C. Upper, Cheddar
(13–18 mixed comprehensive, 890, 180 in sixth)
For September, 1983:
(i) SECOND IN PHYSICAL EDUCATION DEPARTMENT, Scale 2.
Responsible for Girls' P.E. Particular specialisms in hockey and tennis. An interest in Dance etc, an advantage.
Re-advertisement – previous applications will be reconsidered.
(ii) HEAD OF GENERAL SCIENCE, Scale 2.
A temporary, Scale 1, post would also be considered for a less well qualified candidate.
Closing date: 14th March, 1983.

The West Somerset School, Alcombe, Minehead
(13–18 upper comprehensive, 1100 mixed)
The Schools' catchment area includes Exmoor, the Brendon and Quantock Hills as well as the coastal area.
For September, 1983:
(i) For the academic year 1983/84, qualified teacher of MATHEMATICS Scale 1, to teach to 'CSE' and 'O' level across the age and ability range of the school.
(ii) Teacher, Scale 1, to join enthusiastic HOME ECONOMICS/CHILD CARE DEPARTMENT. Facilities are excellent. Initially a part of the teaching will involve Health and Social Education, so a qualification or experience in these aspects of the subject will be desirable.

Middle Schools

Oakfield Middle, Frome.
(9–13 mixed, 890)
For September, 1983, HEAD OF SPECIAL NEEDS DEPARTMENT, who has experience of teaching children with learning difficulties and who is able to act as a consultant within the whole school.
The ability to teach both linguistic and numeracy skills essential. Scale 3 post for suitably experienced and qualified applicant.
Closing date: 18th March, 1983.

Selwood Middle, Frome
(9–13 mixed, 852)
For September, 1983, teachers, Scale 1, to teach general subjects in lower school, with opportunities to do some specialist work. Temporary appointment.
Full letter of application stating specialist interests to the Head at the school in the first instance. S.A.E. for further details and application form.

Special Education

Elmwood School, Bridgwater
For September, 1983, HEAD for this ESN(M) day school for ages 5–16, Group 7S.
Application form and details (SAE) from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY.
Closing date: 18th March, 1983.

Frome College, Frome
HEAD OF SPECIAL NEEDS UNIT, Lecturer Grade II.
For further information on the above post see full advertisement under 'Special Education' section.

Fiveways School, Yeovil
For September, 1983, DEPUTY HEAD for this Group 6S, 64 place special school, 2½–16+ age range. Applications are invited from suitably qualified and experienced teachers.
Closing date: 18th March, 1983.

Special Education Support Teacher

For September, 1983, or earlier if possible, suitably qualified and experienced teacher for the post of SPECIAL EDUCATION SUPPORT TEACHER, Scale 2(S), for the Bridgwater and Central Somerset Area. To provide a wide range of practical assistance to primary schools in meeting the requirement of children with special education needs. The person appointed will be responsible to the Area Special Education Tutor.
Application form and details (SAE) from the Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY.
Closing date: 18th March, 1983.

SECONDARY COMPUTER STUDIES
continued

Scale 2 Posts and above

KENT

TUNBRIDGE WELLS
THE SKINNER'S SCHOOL
(Voluntary Aided Grammar School of 700 boys: 190 in Sixth Form)
Required for September 1983: a graduate to take charge of Computer Science throughout the School, and to develop examination courses. The Department, at present under the aegis of Mathematics, is well equipped with RML machines. Readiness to help with activities, especially cross-country, hockey or CCF, would be a recommendation. This is a Scale 2 appointment.
Apply by letter to the Headmaster, The Skinners' School, Tunbridge Wells, enclosing curriculum vitae, a statement of interests and the names of two referees. (55368) 132020

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Medway Division
THE HUNDRED OF HOO SCHOOL
Main Road, Hoo, rochester, Kent
Co-educational 1,200 pupils
Applications are invited from well qualified and experienced teachers for the post responsible for COMPUTER STUDIES at this Upper Comprehensive School. G.C.E. 'O' and 'A' level courses have recently been introduced and facilities are good. Traditional standards of work and behaviour are expected from all pupils and a teacher is sought who will actively support the formal ethos of the School. Scale 3 post is available, according to the qualifications and experience of the candidate.
Letters of application, curriculum vitae and the names and addresses of two referees, to be forwarded to the Headmaster, with s.a.e. for acknowledgement. (55151) 132020

NORTHAMPTONSHIRE

THOMAS BECKET RC UPPER SCHOOL
Kettering Road North, Northampton NN3 6JF

Required for September 1983 a teacher up to Scale 3 according to experience to develop and take responsibility for Computer Education in the school.

This essentially would be to maintain the present impetus of Computer Assisted Learning with colleagues in all disciplines, in cross curricular activity, and to be involved with Computer Studies and Computer Literacy programmes being run. There is a network of Research Machines apart from some smaller units organised independently.

Thomas Becket School is a coeducational comprehensive school of 854 pupils, with a Sixth Form of 160.

Application forms and details of the post are available from the Headmaster's Secretary at the School. (SAE please). Completed application forms are to be returned within fourteen days. (65414) 132020

Scale 1 Posts

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION
CASTLEMOUNT SECONDARY SCHOOL
Laureston Place, Dover (GROUP 9)
Required for September 1983, teacher to establish Department of Computing (Scale 1 initially). The successful candidate will have to be qualified to teach Mathematics at least to 'O' level standard.
Applications in the first instance to the Headmaster at the School. (55152) 132023

CYNGOR SIR
DYFED
COUNTY COUNCIL
AWDURDOD ADDYSG
EDUCATION AUTHORITY

1.Yn eisiau erbyn Ial Medi, 1983:

YSGOL GYFUN PENWEDDIG, FFORDD DDEWI, ABERYSTWYTH.

(a) Athro/Athrawes i ddysgu ALMAENEG (Graddfa 2) trwy gyfrwng y Gymraeg hyd at Safon Gyffredin a Safon Uwch ac i fod yn gyfrifol am y pwnc trwy'r ysgol. Disgwylir iddo/iddi hefyd ddysgu Saesneg i ddau neu dri dosbarth.

(b) Athro i ddysgu ADDYSG GORFFOROL i fechgyn (Graddfa 2). Bydd yr ymgeisydd llwyddiannus yn gyfrifol am y pwnc drwy'r ysgol ac am raglen chwaraeon y bechgyn. Disgwylir iddo hefyd ddysgu cwrs T.A.U. (Modd 3) Addysg Gorfforol yn nosbarthiadau 4 a 5.

Ceisiadau trwy lythyr yn rhoi manylion llawn ac enwau a chyfeiriadau dau ganolwr i'r Prifathro erbyn 18fed Mawrth, 1983.

2.Required as soon as possible:

YSGOL DEWI SANT, ST. DAVID'S (COMPREHENSIVE – Group 9)

A teacher for Computer Studies and Mathematics (Scale 2). The ability to assist with Biology and/or Art would be an advantage.

Letters of application and curriculum vitae together with names and addresses of two referees to the Headteacher by Friday, 18th March, 1983. (S.A.E. please).

3. Required by 1st September, 1983.

DREFACH COMPREHENSIVE SCHOOL, LLANELLI (Group 10)

Applications are invited from suitably qualified teachers for the following posts at the above-named school, which will be established in September, 1983:

(1) Graduate Head of Chemistry Department (Scale 3).

(2) Graduate or graduate equivalent Head of Music Department (Scale 3).

Application forms are available on receipt of a stamped addressed envelope from the Area Education Officer, 1 Penlan Road, Carmarthen, and should be returned to him by 13th March, 1983.

4. Yn eisiau erbyn Ial Medi, 1983.

YSGOL GYFUN DDWYIEITHOG CEFNEITHIN, LLANELLI (Group 8)

Gwahoddir ceisiadau oddi wrth athrawon profiadol am y swyddi canlynol yn yr Ysgol uchod a fydd yn cael ei selydlu ym Medi, 1983:
(1) Pennaeth yr Adran Ffiseg (Graddfa 2) – disgwylir gradd.
(2) Pennaeth yr Adran Hanes (Graddfa 2) – disgwylir gradd.
(3) Pennaeth yr Adran Gerddoriaeth (Graddfa 2) – disgwylir gradd neu gymwysterau cyfwerth.
(4) Pennaeth yr Adran Astudiaethau Cyfrifiannol (Graddfa 2) – disgwylir gradd.

Gellir cael ffurflenni cais, ar dderbyn amlen gyda chyfeiriad a stamp arni, oddi wrth y Swyddog Addysg Rhanbarthol, 1, Heol Penlan, Caerfyrddin, i'w dychwelyd iddo erbyn 18fed Mawrth, 1983.

W. J. PHILLIPS, Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyrddin, Dyfed, SA31 2NH.

W. J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen, Dyfed, SA31 2NH.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Closing date for receipt of applications is: 18th March 1983.
Application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Applications requiring acknowledgement and requests for forms and/or details must be accompanied by a stamped, addressed envelope.
Leeds is an Equal Opportunity employer.

HIGH/SECONDARY SCHOOLS
SCALE 3 POST

S.139 COCKBURN HIGH SCHOOL
(No. on roll 614: 13–18 years)
Burton Road, Leeds LS11 5EL
Tel: 707451
Head Teacher: Mr N. K. Robinson, BSc
Required for September, 1983:
HEAD OF PHYSICS DEPARTMENT
The subject is taught throughout the school and to 'A' level.
Further details available from Head Teacher.

SUFFOLK

DEBEN HIGH SCHOOL
Garrison Lane, Felixstowe IP11 7RF
(11 - 18 mixed comprehensive roll 958) (with 13 in sixth form)
Required for September, 1983, a teacher of COMPUTER STUDIES to 'A' level and MATHEMATICS to at least 'O' level (Scale 1). A new computer centre is due to open in September. Closing date for application a fortnight after the appearance of this advertisement.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (65528) 132022

WILTSHIRE

DEVIZES SCHOOL
(11 - 18 mixed comprehensive; 1500 on roll)
Headmaster: D.J.W. Williams, M.A.

Required for Autumn Term, 1983, a well-qualified teacher to assist with the teaching of COMPUTER STUDIES throughout the school up to A-level, together with the MATHEMATICS up to C.S.E. and O-level.

The school serves an attractive market town and the surrounding area. It is within easy reach of Bath, Bristol, Salisbury and Oxford.

Further details and forms are available from the Headmaster, Devizes School, Devizes SN10 3AG, (please enclose s.a.e.). Completed forms together with a letter of application should be sent to the Headmaster within ten days of the appearance of this advertisement. (54805) 132022

Economics

Scale 2 Posts and above

WEST SUSSEX

THOMAS BENNETT SCHOOL
Ashdown Drive, Tilegate, Crawley, Sussex
SCALE 2.
Required September, 1983. Experienced teacher to take responsibility for A level ECONOMICS within Integrated Humanities Class. The candidate will also be responsible for the Co-ordination and management of the 4th year mixed ability humanities core courses. Examination at both C.S.E. & 'O' level.
This is a demanding position within a lively and innovative department. Scale 2 available for suitably qualified and experienced candidates.
Applications forms from Headteacher at above address on receipt of foolscap s.a.e. (67125) 132220

Scale 1 Posts

BRENT

LONDON BOROUGH
FINCHLEY CATHOLIC HIGH SCHOOL
Woodside Lane, Finchley N12
Tel: 01-445 0105
V.A. Roll 1019. Sixth Form 175
Required September 1983, teacher of ECONOMICS (Scale 1). The subject is well developed in the Upper School and would be taught by the successful candidate at C.S.E., G.C.E. 'O' and 'A' Level.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (55016) 132222

BROMLEY

LONDON BOROUGH OF BROMLEY
ST. OLAVE'S SCHOOL
Goddington Lane, Orpington, Kent BR6 9SH
Required for 14th April 1983 for one term only: Graduate to teach 'A' level Economics with History.
Application forms available from the Headmaster at the School (foolscap s.a.e. please), to whom completed forms should be returned by 17th March 1983. (55101) 132222

WILTSHIRE

WESTWOOD ST. THOMAS' UPPER (13 - 19) SCHOOL
Westwood Road, Salisbury SP2 9HS
Head: R.H. Hood, JP, BA, BD.
N.O.R. 1100 mixed, 6th Form: 170.
Required for September (earlier if possible) a graduate teacher of Economics. Courses to 'O' and 'A' level. Ability to teach Geography and Commerce for C.S.E. and 'O' level an advantage.
Further details of the school and post from the school on receipt of a foolscap s.a.e. (65575) 132222

English

Heads of Department

BEDFORDSHIRE

SOUTHERN AREA
ASHCROFT HIGH SCHOOL
Crawley Green Road, Luton, Beds. LU2 0AQ
Headmaster: Mr G. Boden, B.A., B. Phil.
Required for September 1983, Head of English Department, Scale 4. An enthusiastic experienced graduate is sought, having proven success in teaching both Language and Literature to G.C.E. 'O' level standard and possessing sound organising ability to lead this major department.
Application forms and further details are available from the Headmaster at the school. (54189) 132418

CHESHIRE

SANDBACH SCHOOL
Sandbach, Cheshire
REQUIRED for September, 1983. HEAD OF ENGLISH DEPARTMENT (Scale 4).
Sandbach School is a boys' 11 - 18 comprehensive (n.o.r. 950). The school is independent but accepts only County boys. 5 full-time members of Department.
Full details available from The Headmaster, Sandbach School, Crewe Road, Sandbach, Cheshire, CW11 0NT (s.a.e. please). (55339) 132418

NORFOLK

NOTRE DAME HIGH SCHOOL
Surry Street, Norwich
Scale 4
HEAD OF ENGLISH

required for September 1983. The Governors of this Roman Catholic Comprehensive School seek a dynamic teacher with considerable leadership ability and a proven record of success in teaching across the whole 11 - 18 age range. Skills in innovation, evaluation and organisation are vital attributes in the person required to lead this key department.

Application forms and further details are available from the Reverend H. Wace, Chairman of Governors, c/o The School. S.A.E. please. (55344) 132418

OXFORDSHIRE

COUNTY COUNCIL
CHENEY SCHOOL
Cheney Lane, Headington, Oxford OX3 7QH
(13 - 18 comprehensive, 850 boys and girls, 130 in the Sixth Form)
Required for September 1983, a Head of English Department, Scale 4 or Senior Teacher (for outstanding qualities), to lead a large department.
Tel: 0865-65726 or S.A.E. to the Headteacher for further details.
Apply by letter to the Headteacher including curriculum vitae and names of two referees. S.A.E. for result. (55054) 132418

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
GWERNYFED HIGH SCHOOL
Three Cocks, Brecon, Powys
(Mixed Comprehensive 11 - 18 N.O.R. 610)
HEAD OF ENGLISH (SCALE 3).
Required for September, 1983, a well qualified and experienced teacher, with a commitment to language across the curriculum. (Ref: 618).
Application forms and further details obtainable from the Headmaster (s.a.e. please), to whom completed forms should be returned by 16th March, 1983. (54687) 132418

TAMESIDE
METROPOLITAN BOROUGH

HYDE COUNTY HIGH SCHOOL
GROUP 11
Mixed Comprehensive.
HEAD OF ENGLISH DEPARTMENT
SENIOR TEACHER SCALE

Applications are invited from experienced and energetic graduate teachers to head this major department. The post-holder will be a member of the Senior Management Team and will be expected to assist the Director of Studies to research and implement good educational practice throughout the school.

Application forms and further details are obtainable from Mr. R. J. Cooke, Headteacher, Flowery Field High School, Bramhall Street, Hyde, Cheshire SK14 4SR, to whom completed forms should be returned by 18th March, 1983. Potential applicants are invited to telephone Mr. Cooke on 061-368 1353 for further information about the post and the Hyde High School. Ref. TE 2250/TES. (65371) 132418

Scale 2 Posts and above

BARNET

LONDON BOROUGH
ST. JAMES' CATHOLIC HIGH SCHOOL
Orange Hill Road, Burnt Oak, Edgware, Middx.
Tel: 01-959 3410
V.A. Mixed Comprehensive. Roll 1062. Sixth Form 142.
Required September 1983, well qualified graduate to share teaching of ENGLISH throughout school. A strong interest in Drama would be a particular recommendation. Scale 2 available, but first appointment applicants are also invited to apply.
In approved cases assistance may be given towards the payment of removal expenses and seperation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (55020) 132420

BERKSHIRE

MAIDEN ERLEGH COMPREHENSIVE SCHOOL
Earley, Reading, Berks.
N.O.R. 1500
Required September 1983 TEACHER OF ENGLISH (Scale 3). A well-qualified graduate to act as second in the English department teaching to 'O', 'A' and 'S' level.
Application forms and further details from the Headmaster (sae). Closing date 21 March 1983.
Berkshire County Council is an equal opportunity employer. (54100) 132420

BERKSHIRE

EASTHAMPSTEAD PARK SCHOOL
Easthampstead Park, Wokingham RG11 3DF
N.O.R. 1600
Required September 1983 ASSISTANT HEAD OF ENGLISH (Scale 3) with special responsibility for the Lower School. The person appointed will join the Senior Management Team of a large and successful department.
Application forms and further information available from the Principal (s.a.e.). Closing date 21st March. Berkshire County Council is an equal opportunity employer. (55345) 132420

BRENT

LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
CURRICULUM DEVELOPMENT SUPPORT UNIT
Applications are invited from experienced teachers to fill the following posts in this newly established Unit which has been set up to develop a committed approach to Multi-cultural Education. The posts are available from Easter or as soon as possible thereafter.
1. Scale 3 post with responsibility for work in relation to Caribbean Languages and Literature.
2. Scale 3 post with responsibility for work in relation to South Asian Languages and Literature.
Officers Conditions of Service and Superannuation Scheme.
Application forms with further details (sae) obtainable from the Director of Education, P O Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, returnable by 18 March.
London Allowance of £834 per annum is payable.
Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled persons. Brent is fundamentally committed to Multi-Cultural education.
Previous applicants will automatically be reconsidered. (55046) 132420

ENFIELD

LONDON BOROUGH OF ENFIELD
ST. ANGELA'S R.C. SCHOOL FOR GIRLS
Oakthorpe Road, London N13 5TY
Voluntary Aided Upper Tier Comprehensive
Age range 14 - 19. Roll 700
Required for September, 1983, a teacher of ENGLISH SCALE 1 POST to share in teaching to C.S.E., 'O' and 'A' level. Applicants should be willing to offer a second subject. A Scale 2 post is available to a candidate able to act as Second in the Department. Applications from newly qualified teachers also acceptable.
London Allowance £615.
Application forms (foolscap SAE) obtainable from the Head Teacher, at the School, to whom they should be returned by 16th March 1983. (55039) 132422

HULL

HYMERS COLLEGE
Hull
H.M.C. 800 boys
Required for September, Graduate to teach ENGLISH throughout the school to 'O' and 'A' Level. Applications welcome from both experienced and newly-qualified teachers. Ability to help with games (rugby and cricket) an asset. Burnham Scale I/II according to qualifications and experience.
Apply to the Headmaster by letter (no forms) giving the usual details and names of two referees. (55257) 132420

LINCOLNSHIRE

JOHN BIRKBECK HIGH SCHOOL
Kneeling Street, North Somercotes, Louth LN11 7PN
Group 7 Roll 320
HEAD OF ENGLISH AND DRAMA
(Scale 3)

Required for September 1983. Applications are invited from well qualified teachers who can combine an interest in the development of language skills with an enthusiasm for drama and other creative uses of english.

The school is one of the four schools in the Louth Plan. We provide for all abilities to 14 years and CSE and O level courses to 16 years.

Apply direct to Headmaster with names and addresses of two referees. Closing date 18th March 1983. (55262) 132420

NORTHAMPTONSHIRE

MOULTON SCHOOL
Pound Lane, West Street, Moulton, Northampton

Required for September 1983. Assistant teacher (Scale 3) for English, to be second in Department. Applicants should be well qualified graduates with experience of the full age and ability range.

Moulton is a co-educational, 11 - 18, comprehensive school with 980 pupils on the roll (80 in 6th Form).

Further details from the Headmaster (SAE please). (55427) 132420

ROTHERHAM
METROPOLITAN COUNCIL

ST. BERNARD'S R.C. SECONDARY SCHOOL
11 - 16 Mixed. Comprehensive. Approx. 571 on roll

Required for September 1983 or earlier if possible
SECOND IN THE ENGLISH DEPARTMENT SCALE 2

Teacher for English a second in a highly successful Department. The governors seek a successful and enthusiastic teacher able to co-operate with colleagues and maintain high standards. Please state subsidiary subject(s).

Closing date: As soon as possible.

Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Herringthorpe Valley Road, Rotherham S65 3BE (Telephone Rotherham 64183).

W.B. Mussett, Director of Personnel Resources. (55249) 132422

SOUTH GLAMORGAN

COUNTY COUNCIL
CANTONIAN HIGH SCHOOL
Cardiff
(11 - 18 Comprehensive) 10 Form Entry
ENGLISH: SCALE 2
Required for September 1983. Experienced good honours Graduate preferred to teach up to 'A' level including 7 level and to act as second in department.
Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement.
L.J.A. Cule, Director of Education, Education Office, Kingsway, Cardiff. (65344) 132422

ST. HELENS

EDUCATION COMMITTEE
RIVINGTON HIGH SCHOOL
(11 - 18 years mixed Comprehensive; 1,000 on roll, 49 in sixth form)
Rivington Road, St. Helens WA10 4ND
ENGLISH/LIBRARY AND RESOURCES (SCALE II)
Required for September 1983 to be responsible for the development of the Library and Resources in general.
Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (55064) 132422

Scale 1 Posts

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
GREENHEAD GRAMMAR SCHOOL
A teacher of English (Scale 1) is required for September 1983, at this comprehensive 13 - 18 school of 1,350 boys and girls on the Skipton side of Keighley. Candidates should be able to teach up to 'O' level standard and be qualified to undertake 'A' level work in the future.
Further details and application forms may be obtained (s.a.e. please) from the Headmaster, Greenhead Grammar School, Greenhead Road, Keighley, BD20 6EB (Tel. Keighley 62828), to whom completed forms should be returned by 21st March 1983.
Reference BT 6683/TEB.
Bradford is an equal opportunities employer and welcomes applications from candidates of any age, sex, race or disability unless otherwise stated. (65326) 132422

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
SOWERBY BRIDGE HIGH SCHOOL
Albert Road, Sowerby Bridge HX6 2NW
Required for the Summer Term 1983 a temporary teacher of ENGLISH (Scale 1) to teach throughout this 11 - 18 comprehensive school. Examination work available for a suitable candidate. Graduate preferred.
Application forms and further details obtainable (foolscap s.a.e.) on receipt of Headteacher from the Headteacher to whom completed forms should be returned by 18 March 1983. (55333) 132422

ENFIELD

LONDON BOROUGH OF ENFIELD
ST ANGELA'S R C SCHOOL FOR GIRLS
Oakthorpe Road, London N13 5TY
Required for September 1983 a teacher of ENGLISH, SCALE 2 post.
For further information see under English Scale 2 Posts. (55040)

ISLE OF MAN

BOARD OF EDUCATION
BALLAKERMEEN JUNIOR HIGH SCHOOL
Douglas, Isle of Man
Required for September 1983, Graduate Teacher of English, Scale 1, at this comprehensive coeducational school of 1300 pupils with the age range 11 - 16 years. The English Department has seven full time members of staff and its own suite of adjoining rooms with excellent facilities.
Application forms and further particulars may be obtained by forwarding a large unstamped addressed envelope to the Headmaster, Junior High School, Ballakermeen, to whom they should be returned by 14th March 1983. (61227)

SECONDARY ENGLISH
continued

ISLE OF MAN
BOARD OF EDUCATION

RAMSEY GRAMMAR SCHOOL
Comprehensive, 800 boys and Girls 11 - 18

Required for September 1983 a teacher of English (Scale 1). Applicants should be able to teach English Language and Literature to at least 'O' Level, and should have a strong interest in practical Drama.

Further details and application forms may be obtained from the Headmaster, Ramsey Grammar School, Ramsey, Isle of Man. Completed application forms are to be returned to him not later than 23rd March, 1983. (54148) 132422

LINCOLNSHIRE

CORDEAUX HIGH SCHOOL
High Holme Road, Louth LN11 0HG
Group 9, Roll 716

Scale 1 Assistant Teacher of English required for Easter 1983 (applicants for September may also be considered). Possibility of free Board and Lodge in return for boarding duties in School Boarding Houses.

Letters of application with names and addresses of two referees to Headmistress. Closing date: 18th March 1983. (55263) 132422

LONDON

KING ALFRED SCHOOL
see Independent Schools. (61149) 132422

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
RICARDS LODGE HIGH SCHOOL
Lake Road, Wimbledon, London SW19 7HB
Head Teacher: Miss H.D. Whale, M.A.
Tel: 01-946 2208
Age Range: 13 - 18 years.
No on Roll: 790 girls of whom 160 are in the 6th form.
Required for the Summer Term 1983 a part-time (0.8) graduate teacher of ENGLISH in this fully Comprehensive High School. The work ranges from A level with Upper and Lower 6th, to general English in the third year and also includes some General Studies.
London Allowance: £939.
Interested applicants should telephone the Headmistress at once.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (55107) 132422

NORTHAMPTONSHIRE

CORBY KINGSWOOD COMPREHENSIVE SCHOOL
Gainsborough Road, Corby, Northants NN18 9NS

Required for September 1983, a teacher of English (Scale 1) to teach throughout the age-range in this 11 - 18 school. An interest in Drama and Production would be an advantage.

Application forms and further details of the post are available from the Headmaster (SAE please). Closing date 25th March, 1983. (65430) 132422

OXFORDSHIRE

COUNTY COUNCIL
CHENEY SCHOOL
Cheney Lane, Headington, Oxford OX3 7QH
13 - 18 Comprehensive, 850 boys and girls, 130 in the Sixth Form).
Required from April 1983 for one term only, a temporary teacher of English.
Apply immediately to the Headteacher giving curriculum vitae and names of two referees. Phone 0865-65726 for further details. SAE please. (55055) 132422

WILTSHIRE

SHELDON SCHOOL
Chippenham SN14 6HJ
(Tel: 0249 651216)
Mixed 11 - 18
Comprehensive, 1260 on roll.
Teacher of ENGLISH and FRENCH (mostly in years 1, 2 and 3) required temporarily for summer term (11th April to 31st August 1983). The person appointed will also be required to act as a tutor to a third year mixed ability group within a well-established year system.
Further details only on receipt of SAE.
Application by letter to the Headmistress, together with a full curriculum vitae and the names and addresses of two professional referees as soon as possible. (55579) 132422

Geography

Heads of Department

OXFORDSHIRE

COUNTY COUNCIL
KING ALFRED'S SCHOOL & WANTAGE SIXTH FORM
Portway, Wantage OX12 9BY
Group 11 Mixed Comprehensive.
Required for September 1983, Head of Geography (Scale 3).
Further details and application forms available from the Headmaster, SAE please. (55031) 132618

WILTSHIRE

WESTWOOD ST. THOMAS' UPPER (13 - 19) SCHOOL
Westwood Road, Salisbury SP2 9HS
Head: R.H. Hood, JP, BA, BD.
N.O.R. 1100 mixed. 6th Form: 170
Required for September (earlier if possible) a graduate Head of Geography, scale 2 or 3 according to experience. Geography is a popular subject: 200 pupils opt for C.S.E. and 'O' level and 'A' level groups are well subscribed.
This comprehensive school is the Upper School for Wilton and West Salisbury, drawing from 3 middle schools (9 - 13).
Further details of the school and post from the school on receipt of foolscap s.a.e. (65374) 132618

Scale 2 Posts and above

KENT

COUNTY COUNCIL
Education Department
TONBRIDGE & MALLING DIVISION
TONBRIDGE GRAMMAR SCHOOL FOR GIRLS
(928 on roll, 270 in Sixth Form)
Required for September, 1983, an honours Graduate in GEOGRAPHY to teach throughout the school to University Entrance. The ability and willingness to teach a subsidiary subject will be an advantage. A scaled post is available for a suitably qualified and experienced candidate.
Please apply by letter to the Head Mistress at the School, Deakin Leas, Tonbridge, Kent, with curriculum vitae including full professional details and the names and addresses of two academic referees, and enclose s.a.e. (55130) 132620

Scale 1 Posts

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
SOWERBY BRIDGE HIGH SCHOOL
Albert Road, Sowerby Bridge HX6 2NW
Required for the Summer Term 1983, a temporary teacher of GEOGRAPHY (Scale 1) to teach throughout the 11 - 18 comprehensive school. Examination work available for a suitable candidate. Graduate preferred.
Application forms and further details obtainable (on receipt of foolscap s.a.e.) from the Headteacher to whom completed forms should be returned by 18 March 1983. (55332) 132622

HAVERING

LONDON BOROUGH OF HAVERING
ABBS CROSS SCHOOL
Abbs Cross Lane, Hornchurch, Essex
(Roll 980 Mixed)
Tel: Hornchurch 40304.
Headteacher: Mr. D.J. Powney, M.A.
Required for September 1983, Well qualified teacher of Geography, Scale 1, for busy department offering established courses to CSE, 'O' and 'A' level. A systematic and thematic approach is adopted to the study of contrasts in development in World Geography. The successful applicant will initially teach ages 11 - 16 with possibility of 'A' level work in future.
Applications to the Headteacher with full curriculum vitae and quoting two referees. Closing date: Friday 18th March, 1983. (55325) 132622

NORTHAMPTONSHIRE

THOMAS BECKET RC UPPER SCHOOL
Kettering Road North, Northampton NN3 6JF

Required for September 1983 an energetic teacher of Geography to take responsibility to teaching up to all levels. This could be a Scale 2 post depending on experience. The teaching of Geography takes place within the Humanities Faculty, and it is seen as a developing curriculum area.

Thomas Becket Upper School is a coeducational comprehensive school of 854 pupils, with a Sixth Form of 160.

Application forms and details of the post are available from the Headmaster's Secretary at the school. (SAE please). Completed application forms are to be returned within fourteen days. (65415) 132622

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES
TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex TW11 9PJ
(comprehensive, 850 boys aged 11 - 16)

Required from April 1983, teacher of GEOGRAPHY AND HISTORY, Scale 1 plus Outer London Allowance. Unestablished post.

The school is in a very attractive area beside the Thames.

Forms (foolscap s.a.e.) available from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by Tuesday, 15th March 1983. (54835) 132622

ROTHERHAM
METROPOLITAN COUNCIL

ASTON COMPREHENSIVE SCHOOL
11 - 18 Mixed. Approx. 1626 on roll. Approx. 134 in 6th form.

Required for Easter 1983 ASSISTANT TEACHER - SCALE 1

Required for Geography up to 'O' level in a well-equipped, energetic Department. A willingness to contribute to integrated Humanities would be an advantage.

Closing Date: As soon as possible.

Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Aughton Road, Swallownest, Sheffield S31 0TF (Tel: Sheffield 872171).

W.B. Mussett, Director of Personnel Resources. (54984) 132622

SUFFOLK

KIRKLEY HIGH SCHOOL
Kirkley Run, Lowestoft NR33 0UQ
(13 - 18; roll 1350)
Required from September, Scale 1 teacher of GEOGRAPHY, to teach ages and abilities within a highly successful department.
Application forms and further details available from the Headteacher at the school (s.a.e. please), to whom they should be returned as possible. (65531) 132622

WILTSHIRE

SOUTH WILTS GRAMMAR SCHOOL FOR GIRLS
Salisbury
700 pupils - Sixth Form 200

Required from 1st May temporarily during a maternity leave absence, a good Honours graduate in GEOGRAPHY to share the teaching throughout the school to Advanced level. Lively modern approach and an interest in field work essential.

Please apply to the Headmistress giving full details of qualifications, experience and interests with the names of two academic referees and enclosing s.a.e. No forms. (55352) 132622

History

Heads of Department

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
BILTON GRANGE HIGH SCHOOL
Hopewell Road, Hull
Head: N. Renardson, B.Sc.
Required for September, 1983, a teacher of HISTORY to be Head of Department, Scale 3. There are well established courses leading to C.S.E. 'O' and 'A' level examinations.
This is a 13 - 18 comprehensive for approximately 700 pupils.
Application forms available from the Head should be returned by 18th March, 1983. (65355) 132818

NORFOLK

NOTRE DAME HIGH SCHOOL
Surrey Street, Norwich NR1 3PB
SCALE 3 HEAD OF HISTORY

Required for September 1983. The Governors of this Roman Catholic Comprehensive School require an enthusiastic teacher who is conversant with modern approaches to History teaching and possess management skills. The subject is taught across the whole 11 - 18 age range and the successful candidate will have experience of curriculum content and pedagogical styles suitable for the different abilities within the whole school.

Application forms and further details are available from the Reverend H. Wace, Chairman of Governors c/o the School, S.A.E. please.

HELLESDON HIGH SCHOOL
Middletons Lane, Hellesdon, Norwich
SCALE 3 HEAD OF HISTORY DEPARTMENT

Required for September 1983, (due to promotion). Applicants should have lively minds and the wish to encourage the pursuit of excellence in a well-disciplined community.

Closing date: 22nd March 1983.

Full details of the post may be obtained from the Headmaster (s.a.e. please). (55339) 132818

Scale 1 Posts

AVON COUNTY

WORLE SCHOOL
Redwing Drive, Weston-s-Mare
Required for September, in this 8-FE purpose-built comprehensive school, Teacher of History (Scale 1) to take the subject to 'O' Level.
Apply by letter with c.v. to the Headmaster at the school. (65494) 132822

EALING

LONDON BOROUGH
Education Service
ELLEN WILKINSON HIGH SCHOOL
(1150 on roll)
Queen's Drive, Acton W3 0HP
Head: Mrs E M Phillips BA
Required for June 1983, a teacher for a well-established History Department. This is a temporary appointment to cover maternity leave.
The successful applicant will be required to teacher CSE, 'O', and 'A' level History. The ability to offer Social Studies to 'O' level/ CSE and/or Junior Geography would also be an advantage.
London Weighting £834.
Application forms (SAE) from the Head of the School enclosing names and addresses of two referees and any recent testimonials to be returned by 18 March 1983. (54097) 132822

HAMPSHIRE

THE WAVELL SCHOOL
Lynchford Road, Farnborough GU14 6BH
(Comprehensive mixed 11 - 16)
N.O.R. 800
Required for September 1983 History Teacher, 1st/2nd year Environmental Studies/Senior School History ('O'/C.S.E.' Level) Some Schools Council work.
Scale 1 post.
Closing date 18th March 1983.
Letter of application nominating two professional referees to Head Teacher with a stamped addressed envelope for details. (55079) 132822

ENFIELD

LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Haselbury Road, London N9 9TN
Voluntary Aided Grammar School (1250 boys and girls: 300 in Sixth Form
Required for September, 1983, (earlier appointment may be possible) MASTER/MISTRESS (Scale 1) to teach HISTORY at all stages to University entrance. The ability to offer some Government and Politics would be an advantage. London Allowance £615.
Letters of application (no forms) should be sent to the Headmaster at the School, giving the names of two referees and stating qualifications, Subsidiary subjects, experience and special interests relevant to any aspect of school life. (55015) 132822

ISLE OF MAN
BOARD OF EDUCATION

QUEEN ELIZABETH II HIGH SCHOOL
(Comprehensive Co-Ed 620 on roll)

Required for September, 1983, a teacher for History and general Arts subjects including some Junior French Scale 1. The post will involve teaching across the ability range and it is possible that in the future some work to first examination level could be offered to a suitable candidate.

Application forms and further details may be obtained from the Headmaster, Queen Elizabeth II High School, Peel, Isle of Man, to whom completed forms should be returned by 23rd March, 1983. (54144) 132822

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES
TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex TW11 9PJ
(comprehensive 850 boys aged 11 - 16)

Required from April 1983, teacher of HISTORY AND GEOGRAPHY

For details see under "Secondary - Scale 1 posts for Geography" (54833) 132822

SUFFOLK

STOWUPLAND HIGH SCHOOL
Church Road, Stowupland, Stowmarket
(Mixed comprehensive 13 - 18: 700 on roll)
Required for September 1983, a teacher of HISTORY (Scale 1). Opportunity to teach whole age range. An interest in Social Studies and/or R.E. might be an advantage.
Closing date: 18th March 1983.

CASTLE MANOR UPPER SCHOOL
Eastern Avenue, Haverhill
(Mixed comprehensive 13 - 18: 850 on roll)
Required for September 1983, HISTORY graduate (Scale 1) to teach full age and ability range. Interest in Schools Council History Project desirable.
The local housing authority is prepared to give favourable consideration to the provision of housing for teachers.
Forms and further details available from Headteacher at the school concerned (s.a.e. please) to whom they should be returned. (65522) 132822

Home Economics

Scale 2 Posts and above

EAST SUSSEX

RATTON SCHOOL
Park Avenue, Eastbourne BN21 2XR
(Comprehensive, mixed 11 - 16: roll 970 (six form entry)
Required from September, Head of Needlework and Child Care (Scale 2). Courses to 'O' level in Needlework and C.S.E. in Child Care. Relocation grants available in approved cases.
Further details and application forms (s.a.e. please) from the Headmaster. Closing date 25th March. (65558) 133020

OXFORDSHIRE

COUNTY COUNCIL
FITZHARRY'S SCHOOL
Abingdon, OX14 1NP
Roll: 1030
Required from Easter 1983 for one term only due to secondment, a temporary Head of Home Economics with a possibility of a Scale 3 allowance.
Apply with the names and addresses of two referees to the Headteacher as soon as possible. SAE please. (55056) 133020

SOMERSET

FROME COLLEGE
Frome
(13 - 18 mixed comprehensive, 1550, and F.E. College, spread over two sites).

For September 1983 - TEACHER of FASHION and FABRIC, up to 'A' level standard, and FOOD and NUTRITION up to 'O' level.

Scale 2 post for suitable applicant.

Letters of application to the Principal at the college, enclosing s.a.e. for job description and application form.

Closing date 21 March 1983. (65487) 133020

Scale 1 Posts

BERKSHIRE

WILLINK SCHOOL
School Lane, Burghfield Common RG7 3XJ
N.O.R. 830 (11 - 18 co-ed comprehensive)
Required Easter or September 1983
TEACHER OF HOME ECONOMICS (Scale 1) to share in the teaching of Cookery, Home Management and Parentcraft up to 'O' Level. Own room in process of being modernised. The school is situated in a semi-rural area within reach of Reading, Basingstoke, Newbury and the M4.
Further details and application forms available from the Headteacher (see please). Berkshire County Council is an equal opportunity employer. (65347) 133022

Opportunities with Nottinghamshire

Unless otherwise stated the following posts are required for the Autumn Term, 1983.
Application forms/further details are available from the Head Teacher of the school concerned on receipt of a stamped addressed envelope.
Closing date: 8th March, 1983 unless otherwise indicated.

Secondary

Scale 4 – Head of Mathematics
COLONEL FRANK SEELY COMPREHENSIVE SCHOOL,
Flatts Lane, Calverton, Nottingham NG14 6JZ
Headmaster: R. G. Scott, B.A.
Mixed: 1043 (11–18)
Teacher as Head of Mathematics at this rural comprehensive school. Courses are well established up to 'A' level standard. Candidates should preferably have some knowledge of Computing.
Further details available (s.a.e.) from the school.

Scale 3 – Head of Modern Languages
KING EDWARD VIth SCHOOL,
London Road, Retford, Notts. DN22 6AU
Headmaster: M. G. Allan, M.A.
Mixed: 1090 (11–18)
Teacher as Head of Modern Languages able to continue the development of this thriving department. Principal languages are French and German.

Scale 1 – Chemistry
MANOR COMPREHENSIVE SCHOOL,
Park Hall Road, Mansfield Woodhouse, Notts. NG19 8QA
Headmaster: D. R. Golder, B.A.
Mixed: 1600 (11–18)
Graduate Teacher of Chemistry to join a well-established and highly successful department.

Scale 1 – Craft, Design and Technology
ARNOLD HILL SCHOOL,
Gedling Road, Arnold, Nottingham NG5 6NZ
Headmaster: W. C. Evans, J.P., B.Sc., F.R.G.S.
Mixed: 1726 (11–18)
Teacher of Craft, Design and Technology to contribute throughout the department.

Scale 1 – Geography
VALLEY COMPREHENSIVE SCHOOL,
Baulk Lane, Worksop, Notts. S81 7DG
Headmaster: J. M. Johnson, B.A.
Mixed: 1650 (11–18)
For Easter (or September), graduate teacher of Geography in well equipped and successful department with suite of specialist rooms.
Please apply by letter, giving full curriculum vitae and the names of two referees, to the Headmaster at the school as soon as possible.

Scale 1 – Mathematics
KING EDWARD VIth SCHOOL,
London Road, Retford, Notts. DN22 6AU
Headmaster: M. G. Allan, M.A.
Mixed: 1090 (11–18)
Teacher of Mathematics able to teach up to and including 'O' level standard.

Special

Deputy Head Teacher – Group 5(S)
REDGATE E.S.N. (M) SCHOOL,
Somersall Street, Mansfield, Notts. NG19 6EL
Headmaster: H. C. Moodie
Roll: 94 (Primary aged)
Deputy Head Teacher (Group 5(S)). Applicants should be well qualified teachers and be able to demonstrate successful involvement with younger slow-learning children.
The vacancy has arisen due to the promotion of the previous post holder.

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

SECONDARY HOME ECONOMICS
continued

BRENT
(LONDON BOROUGH OF BRENT)
CLAREMONT HIGH (MIXED) SCHOOL
Claremont Avenue, Kenton, Harrow HA3 0UH
(Roll 1115, 11 - 18)
Required as soon as possible HOME ECONOMICS TEACHER (Scale 1) to teach full age ability range 11 - 18. An ability to teach Child Development and Textiles would be an advantage. Vacancy due to promotion. Able to teach Lower School Science.
London Allowance of £834 per annum is payable.
Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons. Brent is fundamentally committed to Multi-Cultural education.
Application forms (sae) obtainable from the Head Teacher returnable within ten days. (65450) 133022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Medway Division
THE HUNDRED OF HOO SCHOOL
Main Road, Hoo, Rochester, Kent
Co-educational 1200 pupils
Teacher required in September to teach HOME ECONOMICS and some CHILD CARE to G.C.E. 'O' level and C.S.E. level classes at this Upper Comprehensive School. A teacher is sought who will seek to uphold the high standards of work and behaviour of the pupils. Excellent facilities in a thriving department. Assistance given in finding accommodation.
Letters of application, curriculum vitae and names and addresses of two referees, to be forwarded to the Headmaster with s.a.e. for acknowledgement.

GILLINGHAM DIVISION
Applications are invited from qualified teachers of Home Economics for temporary appointments for the Summer Term.
Application form available from the Divisional Education Officer, Municipal Buildings, Gillingham, Kent. (s.a.e. please).

ROBERT NAPIER SCHOOL
Roll 890
Applications are invited for the post of Home Economics/Needlework Teacher, Scale 1, at a mixed school of 780 pupils. The successful applicant would be required to teach both girls and boys to C.S.E. and 'O' level standard at an Annexe which is situated half a mile from the main school.
Application form and further details available from Mr. M. J. Cannon, Headmaster, Robert Napier School, Third Avenue, Gillingham, Kent. (s.a.e. please). (55148) 133022

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
MORETON SCHOOL
Temporary full time Teacher of Home Economics, Scale 1, required for Easter 1983. To teach all aspects of the subject.
This is a new community comprehensive school for boys and girls aged 11 - 18 on a prominent site overlooking the countryside of Staffordshire and Shropshire.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. (54977) 133022

NORTHAMPTONSHIRE
MOULTON SCHOOL
Pound Lane, West Street, Moulton, Northampton
Required for Summer Term 1983, an assistant teacher of Home Economics (Scale 1) to work within the Design Department. This is a temporary appointment for one term only.
Moulton is a co-educational, 11 - 18 comprehensive school with 980 pupils on roll.
Further details and application form available from the Headmaster (SAE please). (65428) 133022

Humanities

Heads of Department

BUCKINGHAMSHIRE
COUNTY COUNCIL
SIR FRANK MARKHAM SCHOOL
Woughton Campus, Chaffron Way, Milton Keynes MK6 5EH
Head Teacher Mr. A. K. Harrison B.A.
Roll, 1170
HEAD OF HUMANITIES FACULTY
Scale 4
Required September, 1983. This comprehensive school opened in 1979 in new buildings, is designed for 1440 pupils aged 12 - 16 and will have purpose-built 6th Form accommodation in 1984. It has a strong form-teacher support for its pupils and developing community involvement.
Required for September 1983. Experienced enthusiastic and well qualified teacher to be Head of Humanities Faculty to lead a team of eight teachers in the teaching of history, geography, religious and moral education, personal and health education and careers taught as Humanities course in Entry and third Years and, with Social Studies as separate courses in Years 4 and 5. 'A' level and City and Guilds courses planned for 6th Form.
Apply by letter to Mr. A.K. Harrison, giving full curriculum vitae and the names and addresses of two referees.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area. (54992) 133218

Scale 1 Posts

NORTHAMPTONSHIRE
DAVENTRY GRANGE COMPREHENSIVE SCHOOL
Badby Road, Daventry, Northants NN11 4HJ
Humanities and English teacher (Scale 1) required for September 1983. Applicants should be able to teach Geography and English to CSE level in the Upper School and Humanities and English in Years 1 - 3.
Further details and application form available from the Headmaster (SAE please). (65432) 133022

Mathematics

Heads of Department

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN AREA
EVREHAM SCHOOL
Swallow Street, Iver, SL0 0HS
Head: Mr. D. James, BA, BD
Required for September 1983, Head of Mathematics (Sc. 3) to take charge of the department and to be responsible for the teaching of Mathematics throughout the school. Ability to offer Computer Studies would be an advantage.
Applications by letter please to the Headmaster with the names and addresses of 2 referees. (55358) 133418

WOLVERHAMPTON BOROUGH COUNCIL
EDUCATION COMMITTEE
SCALE I MATHEMATICS AND SCIENCE
Applications are invited from experienced teachers and those seeking first appointments in September to teach Mathematics and/or Science (particularly Physics) in local secondary schools.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE please.)
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people.
WOLVERHAMPTON centre of progress

CAERDYDD
PWYLLGOR ADDYSG MORGANNWG GANOL
YSGOL GYFUN CWM RHYMNI
Ysgol gyfun dwyieithog a agorwyd fedl 1981 a disgyblion dosbarth 1 yn unig. Bydd 500 0 ddisgyblion ynddi fedl 1983, ac amcan gyfrifir y bydd mil ynddi erbyn anfyd-lu'r chweched dosbarth. Penaeth yr adran fathemateg. Athro/athrawes a gradd anrhydedd dda mewn mathemateg i ddatblygu cyrsiau addas mewn cydweithrediad ag adrannau eraill. Yn ei dro bydd y pennaeth yn gadeirydd y gyfadran fathemateg a gwyddoniaeth. Graddfa 4. Dylai pob ymgeisydd fedru siarad cymraeg yn rhugl ac ysgrifennu'r iaith yn gywir. Ceir ffurflenni cais, i'w dychwelyd erbyn 15fed mawrth, 1983, ar ol derbyn amlen ffwlscap wedi'i chyfeirio a'i stampio, oddi wrth y cyfarwyddwr addysg, adran addysg neuadd y sir, caerdydd.
Ni dderbynnir canfasio. (55122) 133418

CAMBRIDGESHIRE
BOTTISHAM VILLAGE COLLEGE
Required for September HEAD OF MATHEMATICS (Scale 4).
Well-qualified mathematician with a successful teaching record, proven organisational ability and capacity to lead and support a well established Department (which includes the College's computer facilities) in this sixth-form entry mixed comprehensive school seven miles from Cambridge.
Further details and application form from The Warden, The Village College, Bottisham, Cambridge CB5 9RL (SAE please). (55235) 133418

ESSEX
STANWAY COMPREHENSIVE SCHOOL
Winstree Road, Stanway, Colchester.
(Roll 1350)
Tel: Colchester 575488.
HEAD OF MATHEMATICS
Senior post, Scale 4.
RE-ADVERTISEMENT
Required September, to lead an enthusiastic and well-established department. Courses offered to C.S.E., 'O' and 'A' level. Departmental suite of rooms, including computer facilities.
Further details and application forms available from Headteacher (foolscap s.a.e. please). (65511) 133418

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
ST. MARY'S HIGH SCHOOL
Inglemire Lane, Hull
Head: Miss M. Dent, B.A.
Required for September 1983 a HEAD OF MATHEMATICS, Scale 4, to organise and teach all abilities up to and including A level. An interest in Computer Studies would be advantageous.
This is a voluntary aided R.C. comprehensive school with 540 girls aged 13 - 18 years.
Application forms available from the Head should be returned by 18th March, 1983. (65359) 133418

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Canterbury Division
GEOFFREY CHAUCER SCHOOL
Spring Lane, Canterbury
HEAD OF MATHEMATICS FACULTY (SCALE 4 or ST)
Applications are invited for the above post to take charge of a team of 12 staff teaching to 'A' and 'O' C.S.E. level in Mathematics, Technical Drawing and Computer Studies in this all-ability 11 - 18 school.
A specialist in Mathematics and/or Computer Studies with successful experience is required for September 1983. The school has good facilities and Computer Studies is well developed and a service is supplied to other teaching areas.
Faculty Heads are senior members of staff and contribute to whole school policy.
Further details can be obtained from the Headmaster at the school quoting M/5/83. (SAE essential). (55157) 133418

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Medway Division
ROCHESTER - WARREN WOOD SECONDARY BOYS' SCHOOL
Arethusa Road, Rochester, Kent
Group 7 410 on roll
Required for September 1983 a Head of the MATHEMATICS Department Scale 3. Experience in Computer Studies will be an advantage.
Letters of application, enclosing curriculum vitae and the names and addresses of two referees to the Headmaster at the school. (55153) 133418

LONDON
KENSINGTON
CARDINAL VAUGHAN MEMORIAL SCHOOL
Addison Road, London W14
(Telephone: 01-603 8478)
The Governors of this Voluntary Aided Catholic School for Boys, roll 600, 130 in the Sixth Form, require for September 1983, HEAD OF MATHEMATICS DEPARTMENT. SCALE 4. An experienced graduate teacher to continue the development of this well-established department in which mathematics is taught at 'A', 'O', CSE and Oxbridge Entrance level. The school has a record of very good academic results in mathematics and, at the other end of the ability range, a very supportive remedial department.
Applicants are asked to contact the Secretary for application forms and to note that visits to the school are warmly welcomed. (67133) 133418

LONDON
SACRED HEART HIGH SCHOOL
212 Hammersmith Road, London W6
(Roman Catholic Girls Secondary School, roll 580)
Head of Mathematics required from September or earlier if possible for this small comprehensive school where mathematics remains a popular and successful subject at both 'A' and 'O' Level. The applicant should, however, be interested in teaching at all ability levels. Scale 3/4 according to experience.
Apply in the first instance with curriculum vitae and the names and addresses of two referees to the Headmistress at the above address. (55274) 133418

SHROPSHIRE
EDUCATION COMMITTEE
CHURCH STRETTON SCHOOL
Shrewsbury Road, Church Stretton, Shropshire SY6 6EX.
HEAD OF MATHEMATICS
SCALE 4
Required for September 1983 an experienced teacher with managerial skills for this key post.
Full details (enclosing sae) obtainable from the Head. (65544) 133418

SURREY
EDUCATION COMMITTEE
HEATH END COUNTY SECONDARY
(12 - 16 MIXED COMP. NOR 940)
Farnham
HEAD OF MATHEMATICS Scale 4 required September 1983. Lead good team in successful Dept.
Further details and application forms from Head. Tel. Farnham 716588. (55556) 133418

WILTSHIRE
SHELDON SCHOOL
Chippenham SN14 6HJ
(Tel: 0249 651216)
Mixed 11 - 18
Comprehensive, 1260 on roll.
Required for September to join a highly successful mathematics faculty team, a good honours MATHEMATICS graduate with proven success at teaching the whole age and ability range from year one to Oxbridge entrance and to head up a major COMPUTER DEVELOPMENT PROGRAMME within the school which aims to develop computer assisted learning across the entire curriculum, including developments in administration.
THIS IS A SCALE 3 POST.
The school does not run a computer studies course as part of the timetable curriculum. The school is currently undertaking a major investment in a 480Z Research Machines network system, in addition to the individual PETS, BBC Micros and 380Z already in use for teaching and administration. Commitment to staff training and the strong promotion of the use of this technology right across the curriculum of the school are essential requirements. There is a computer room adjoining the school's Resource Area.
The vacancy occurs because of the promotion of the present holder. The person appointed would also act as tutor to a mixed ability tutor group within a well-established year system.
Further details on receipt of SAE.
Application by letter to the Headmistress, together with full curriculum vitae and the names and addresses of two professional referees. Closing date: 14th March 1983. (65377) 133418

WORCESTER
WORCESTER COLLEGE FOR THE BLIND
HEAD OF MATHEMATICS
SCALE 3(S)
Required September 1983 for this College of 80 visually handicapped pupils, a good honours graduate and experienced teacher to run the mathematics department and teach up to further Mathematics 'A' Level and University entrance. Experience with the Oxford and Cambridge Board or M.E.I. valued, but no previous experience with the blind expected. An extraneous duties allowance is payable.
Apply to The Headmaster, Worcester College for the Blind, Whittington Road, Worcester WR5 2JU with name and address of two referees and enclosing s.a.e. for further details. (65485) 133418

Scale 2 Posts and above

BARNET
LONDON BOROUGH
ST. JAMES' CATHOLIC HIGH SCHOOL
Orange Hill Road, Burnt Oak, Edgware, Middx
Tel: 01-959 3410
V.A. Mixed Comprehensive. Roll 1062. Sixth Form 142.
Required September 1983, graduate to teach MATHEMATICS throughout school. Scale 2. Experience in the development of Computer Studies would be a strong recommendation. In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (55018) 133420

BEDFORDSHIRE
SOUTHERN AREA
DENBIGH HIGH SCHOOL
Alexandra Avenue, Luton, Beds
Headmaster: Mr H.A.W. Clarke, B.Sc(Econ)
Required for April/September 1983, a well qualified teacher able to take charge of Computer Studies, Scale 2, with the ability to offer Mathematics or Physics as a second subject. The department is a thriving one and would provide much satisfaction for an enthusiastic teacher.
Application forms and further details are available from the Headmaster at the school. (65549) 133420

BERKSHIRE
MAIDEN ERLEGH COMPREHENSIVE SCHOOL
Earley, Reading, Berks
N.O.R. 1500
Required September 1983 TEACHER OF MATHEMATICS (Scale 3). A well-qualified graduate to act as second in the Mathematics department. Teaching to 'O', 'A' and 'S' level with Applied Mathematics a special recommendation.
Application forms and further details from the Headmaster (sae). Closing date 21 March 1983. Berkshire County Council is an equal opportunity employer. (54101) 133420

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
TONG UPPER SCHOOL
Required for September 1983, an enthusiastic and well-qualified teacher to be second in the Mathematics Department, Scale 3, in this 13 - 18 mixed comprehensive school with 1450 pupils on roll. The department offers a wide range of courses including 'A' and 'O' levels, CSE, BEC, TEC, and City and Guilds.
Further details and application forms may be obtained (s.a.e. please) from the Headmaster, Tong Upper School, Westgate Hill, Bradford BD4 6NR, to whom completed forms should be returned by 18th March 1983.
Reference ET 9183/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any age, sex, race or disability unless otherwise stated. (65387) 133420

BUCKINGHAMSHIRE
WELLESBOURNE SCHOOL
Kingshill Road, Terriers, High Wycombe, Bucks.
Head: Mr. J. B. Sharp, B.A.
Roll: 870 mixed
Required for September, 1983, experienced, well-qualified teacher for a full programme of Mathematics across the age and ability range. Courses to C.S.E., 'O' and 'A' levels. SCALE 3 POST.
Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment £750) and incidental expenses of £125 payable in approved cases.
Housing allowance pending removal also payable in approved cases.
Applications to Headmaster by letter, giving names and addresses of two referees and enclosing stamped addressed envelope. (54991) 133420

CAMBRIDGESHIRE
KEN STIMPSON COMMUNITY SCHOOL
(MIXED COMPREHENSIVE 4 F.E. 11 - 18).
Staniland Way, Werrington, Peterborough.
Tel: Peterborough 76595.
Principal: Mr. D.C. Cameron, B.Sc.
Group 10
REQUIRED FOR SEPTEMBER, 1983:-
Mathematics Teacher (Scale 3) Second in Charge of Department.
An experienced and enthusiastic Mathematician is sought who will assume major responsibilities within the Department. Examination work available up to 'A' level, but facility with computers and interest in Technology would be an advantage.
Possible housing assistance.
Further details and an application form available from the Principal at the above address (s.a.e. class). Closing date 18th March. (55071) 133420

DERBYSHIRE
SHIREBROOK SCHOOL
Common Lane, Shirebrook, Mansfield, Notts. NG20 8QF
MIXED COMPREHENSIVE 11 - 18 YEARS, NOR 1400 approx.
For September, teacher of Mathematics Scale 3, to accept responsibility in a large department which offers courses to CSE, GCE ('O' and 'A'), CGLI and BEC levels. Further details from the School.
Letters of application, with curriculum vitae and details of 2 referees to the Headmaster (S.A.E. please).
Derbyshire County Council is an Equal Opportunity Employer. (55367) 133420

HERTFORDSHIRE
COMMITTEE
HERTFORDSHIRE & ESSEX HIGH SCHOOL
Warwick Road, Bishops Stortford, Herts CM23 5NJ
(900+ girls, 170+ pupils in 6th form)
London and Cambridge 30 miles
Required for September, enthusiastic, suitably experienced Mathematics Graduate to teach across the ability range to advanced level, SMP, further or Oxbridge standard and to assure responsibility as second in strong department. Please state special interests. Scale 3 post and London fringe allowances.
Please apply by letter to the Headmistress with full CV and names and addresses of referees. Further details on request (SAE please). (65552) 133420

KENT
TUNBRIDGE WELLS
THE SKINNERS' SCHOOL
(Voluntary Aided Grammar School of 700 boys: 190 in Sixth Form)
Required for September 1983: an experienced Graduate well qualified to teach Mathematics throughout the School together with Further Mathematics to open Scholarship Level. The Department has good facilities including its own Computers; readiness to help with activities, especially cross-country, hockey or CCF, will be an added recommendation. This is a Scale 3 appointment as Second in the Department.
Apply by letter to the Headmaster, The Skinners' School, Tunbridge Wells TN4 9PG, enclosing curriculum vitae, a statement of interests and the names of two referees. (55168) 133420

NORFOLK
EARLHAM SCHOOL
Earlham Road, Norwich NR4 7NU
SCALE 3 GRADUATE TEACHER OF MATHEMATICS
Required for September 1983 as second in Department. Experience teaching Computer Studies an added recommendation.
Application forms and further details on receipt of a foolscap s.a.e. from the Headmaster to whom completed forms should be returned by 18th March 1983. (55341) 133420

SUFFOLK
MILDENHALL UPPER SCHOOL
Bury Road, Mildenhall
(Mixed comprehensive 13 - 18. 1,200 on roll)
Required for Easter or September, 1983, teacher of MATHEMATICS (Scale 1).
Closing date: 14th March 1983.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (65533) 133420

Scale 1 Posts

BERKSHIRE
WINDSOR BOYS' SCHOOL
Maidenhead Road, Windsor SL4 5EM
N.O.R. 800
Required September 1983 GRADUATE (Scale 1) to teach MATHEMATICS, up to and including 'A' level in this 11 - 18 boys' comprehensive school. The school has a large 6th form, and at present there are 60 boys studying this to 'A' level.
Apply immediately by letter to the Headmaster enclosing full c.v. and the names and addresses of 2 referees (sae). Closing date 21 March.
Berkshire County Council is an equal opportunity employer. (65349) 133420

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
BELLE VUE GIRLS' SCHOOL
Required for September 1983 a Mathematics Graduate to teach up to and including Sixth Form level.
The department has established courses leading to CSE, 'O', 'A', City and Guilds, BEC and 16+ examinations in Mathematics and also to 'O' and CSE level in Computer Studies. An ability to offer Computer Studies would be an advantage.
Scale 1.
Further details and application forms may be obtained (sae please) from the Head Teacher, Belle Vue Girls' School, Thorn Lane, Bradford 9, to whom completed forms should be returned by 18 March 1983.
Reference ET 9783/TES
Bradford is an equal opportunities employer and welcomes application from candidates of any age, sex, race or disability unless otherwise stated. (65384) 133420

BRENT
LONDON BOROUGH OF BRENT
WILLESDEN HIGH (MIXED) SCHOOL
Doyle Gardens NW10 3ST
(Roll 986, 11 - 18.
Comprehensive,
Social Priority School)
Required from September (April if possible) TEACHER of MATHEMATICS (Scale 1 or 2) to teach across the age and ability range, for more experience in the Upper School. A Scale 2 post is available for a suitably qualified applicant, but recently qualified teachers are also welcome to apply.
London Allowance of £834 per annum is payable.
Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons. Brent is fundamentally committed to Multi-Cultural education.
Application forms (sae) obtainable from the Head Teacher returnable within 10 days. (65451) 133420

BUCKINGHAMSHIRE
COUNTY COUNCIL
SIR FRANK MARKHAM SCHOOL
Woughton Campus, Chaffron Way, Milton Keynes MK6 5EH
Head Teacher: Mr. A.K. Harrison BA
Roll: 1170
TEACHER OF MATHEMATICS
Scale 1
Required: September, 1983. This comprehensive school opened in 1979 in new buildings, is designed for 1440 pupils aged 12 - 16 and will have purpose-built 6th Form accommodation in 1984. It has a strong form-teacher support for its pupils and developing community involvement.
Enthusiastic and well qualified teacher of Mathematics and Science to teach across the ability and age range. Mixed ability setting thereafter.
Apply by letter to Mr A.K. Harrison giving full curriculum vitae and the names and addresses of two referees.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area. (54993) 133420

EAST SUSSEX
CHAILEY SCHOOL
Mill Lane, South Chailey, Lewes BN8 4PU
(Comprehensive, mixed 11 - 16: 770 pupils)
Required from September Teacher of Mathematics (Scale 1); the ability to offer a subsidiary Science would be an advantage.
Relocation grants in approved cases.
Further details and application forms (s.a.e. please) from the Headmaster.

SECONDARY MATHEMATICS
continued

DUDLEY
METROPOLITAN BOROUGH
MONS HILL SCHOOL
111 Wrens Hill Road, Wrens Nest Estate, Dudley, West Midlands
(12 - 16+ co-ed, comp. Group 9)
For Summer Term, temporary TEACHER of MATHEMATICS.
Details from Headmaster, to whom letters of application, with c.v., and naming two referees, should be sent without delay. (54814) 133422

CUMBRIA
COUNTY COUNCIL
ST. AIDAN'S SCHOOL
Lismore Place, Carlisle
(Mixed 11 - 19 years 1200 on roll)
Fully comprehensive, non-denominational, organised pastorally in three horizontal schools and academically in seven faculties.
Teacher of Mathematics, Scale 1, required for September 1983. A graduate mathematician capable of teaching the full ability range in this department.
The department is currently reviewing its curriculum from primary intake to scholarship level and the successful applicant would have opportunities to contribute to all areas in this review.
Application forms and further details obtainable from the Head at the school (s.a.e. please). (55357) 133422

DONCASTER
EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington, Doncaster DN12 1HH
Rotherham 864100
Headmaster Mr. J.S. Welch MA
Required for September 1983, graduate teacher of Mathematics, Scale 1 to join a committed and well established Department of nine full-time mathematicians.
The post offers an opportunity to a well qualified and enthusiastic teacher to gain valuable experience in a developing comprehensive school.
The school was purpose built in 1967 on a 30 acre site on the edge of open country.
Further details and application forms are available from the Headmaster (S.A.E. please) to whom completed forms should be returned by 18 March 1983. (54107) 133422

GUILDFORD
ROYAL GRAMMAR SCHOOL
Guildford
(HMC - 700 boys 11 - 18)
Required in September, a Graduate to teach Mathematics throughout the school, up to and including university entrance. This is an opportunity to join a successful department at a school where academic standards are high. Ability and willingness to help with extra-curricular activities such as rugby and cricket, CCF and Scouts, will be an advantage. Salary Burnham plus, Scale 2 available for suitably qualified and experienced candidate. Possibility of help with accommodation.
Applications, in the form of a curriculum vitae supported by a letter of application quoting at least two referees, should be submitted as soon as possible to the Headmaster, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. (65529) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Haselbury Road, London N9 9TN
Voluntary Aided Grammar School (1250 boys and girls: 300 in sixth form)
Required for September, 1983, MASTER/MISTRESS (Scale 1) to teach MATHEMATICS at all stages to University entrance. The ability to offer Applied Mathematics and/or Statistics to 'A' level would be an advantage. This is a strong department, each year over 60 pupils take various 'A' Level courses in Mathematics. There are also opportunities in Computing. London Allowance £615. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Letters of application (no forms) should be sent to the Headmaster at the School giving the names of two referees and stating qualifications, experience and special interests relevant to any aspect of school life. (55013) 133422

HARINGEY
Progress with Humanity
SCHOOL OF ST. DAVID & ST. KATHARINE
Hillfield Avenue N8 7DT
Tel: 348 6292
Church of England
VOLUNTARY AIDED MIXED 11 - 18 Comprehensive School 1110 on roll
Headmaster: D. F. Cavoen, B.Sc.
Required for one term only from Easter a teacher of MATHEMATICS/COMPUTER STUDIES. The successful candidate would be expected to teach Mathematics throughout the school and Computer Studies to years 4 & 5. Both subjects taught to C.S.E. 'O' and 'A' Level. The school has a suite of Mathematics rooms and a purpose built computer room containing 10 micro-computers.
Application forms and further details from the Headmaster. Closing date for receipt of forms is 18 March 1983.
London Allowance (£834) payable. (55032) 133422

ilea
Inner London Education Authority

Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£939 p.a.) is made in addition to the appropriate Burnham salary scale.
Unless shown differently, the closing date for applications is 14 days from publication.
All secondary schools in the ILEA area are organised along comprehensive lines.
ILEA is an equal opportunities employer.

SECONDARY SCHOOLS

DEPUTY HEADSHIP

SIR WALTER ST JOHN'S (SB)
Battersea High St, SW11 3JB
R-0 750
Headmaster: Mr J. J. O'Brien
Required from September 1983. First Deputy Head (Group 10), who would be capable of making a significant contribution to the development of the school's academic curriculum.

WILLIAM ELLIS (SB)
Highgate Road, NW5 1RN
R.R. 800
Headmaster: R. L. Perry
Required for September 2nd Deputy Head (Group 10) Good honours graduate to join the Senior Staff and share in the work of promoting the further development of the school. There is strong emphasis on the Subject based curriculum and a caring pastoral structure. The Sixth Form is organised jointly with the neighbouring Parliament Hill School for Girls.
Letters of application, to the Headmaster, should state the areas of responsibility to which the candidate feels able to contribute and should include a cv and the names and addresses of two referees

BUSINESS STUDIES

CARDINAL POLE RC (SM)
Kenworthy Road Homerton E9 5BR
Tel 01-985 5150
R.R. 1000
Headmistress: Miss J. F Lowe
Required from September 1983 Teacher for Business Studies/Office Practice Scale 1

ENGLISH

Head of Department

WALWORTH (SM)
Shorncliffe Road, SE1 5UJ
Tel 01-703 5431
R.R. 1260
Required from September 1983: Head of English (Scale 4). This is a major post carrying overall responsibility for the teaching of English throughout the school.

Scale 1 Post

FOREST HILL (SB)
Dacres Road, Forest Hill, SE23 2XN
Tel: 01-699 9343
R.R. 1200
Headmaster: Mr D. Stanbury
Required from April 1983 teacher of English and Drama (Temporary Term). There is a possibility of offering a full range of teaching including 'O' and CSE. Contact Mr Agnew – Deputy Head.

GEOGRAPHY

PLUMSTEAD MANOR (SG)
Old Mill Rd., SE18 1QF
Roll: 1383
Required from April 1983 Temporary Teacher of Geography to teach to all levels.

HOME ECONOMICS

Head of Department

DEPTFORD GREEN (SM)
Amersham Vale SE14
Tel. 01-691 3236
Roll: 620
Headmistress: Mrs M. M. Hill
Required from May 1983 Acting Head of Home Economics Department Scale 3 to cover maternity leave.

Post of Responsibility

BACON'S CE (SM)
Debford Road, SE16 3BF.
Tel. 01-237 5243
Roll: 1000
Headmaster: Mr W. D. Ing
Required from September 1983 or before an experienced and well qualified Scale 2 teacher of Textiles.
The ability to teach this subject with vitality and enthusiasm to Years 1 to 3, and to CSE and GCE Level is essential.
Apply by letter to the Headmaster giving full details and names of two referees.

Scale 1 Posts

ELLIOTT (SM)
Pullman Gardens, SW15 3DG
Tel: 01-788 3421
Roll: 1250
Headmaster: V. T. Burgess
Required from April 1983, temporary teacher of Home Economics.

RAINE'S FOUNDATION CE (SM)
Arbour Square, E1 0PT
Tel: 01-790 1066/1666
Roll: 850
Required from September, 1983 teacher of Home Economics with some Textiles and/or Child Development. Teaching likely to be in years 1-4 in the first instance, with some examination work. Apply direct to Headmaster by letter, enclosing cv and details of two referees

MATHEMATICS

Head of Department

SOUTHFIELDS (SM)
333, Merton Road, Wandsworth, SW18 5JU
Tel: 01-870 0171
Roll: 1300
Headmaster: Roger Wood
Required from September 1983. Head of Mathematics (Scale 4) with flair and initiative to continue to develop Mathematics teaching appropriate to the 1980's. At present this includes SMILE, as well as more formal teaching in the lower school and CSE, 'O' and 'A' level courses, TEC, City & Guilds Numeracy, AEB Basic Arithmetic and Computer Studies exams.

Post of Responsibility

HABERDASHERS' ASKE'S HATCHAM BOYS' (SB)
Pepys Road, SE14 5SF
Tel: 01-639 0470
Roll: 560
Required from September, 1983 – a Mathematician, Scale 2, with responsibility for the development of courses for the less able pupils in the fourth and fifth years. The person appointed must be able to teach sixth form groups, preparing for 'A' level, as well as Lower School classes, using SMILE.
Ability and willingness to help with extra curricular activities and games would be a distinct advantage

Scale 1 Posts

CARDINAL POLE RC (SM)
Kenworthy Road, Homerton E9 5RB
Tel: 01-985 5150
Roll: 1000
Headmistress: Miss J. F. Lowe
Required from September 1983 teacher for Mathematics and Computer Studies.

ISLINGTON GREEN (SM)
Prebend Street, Islington, N1
Tel: 01-226 8611
Roll: 899
Acting Headmaster: James Mason
Required from April 1983, Mathematics teacher, for one term only. Mixed ability teaching in the first year. Setted groups years 2-4. Fifth year CSE exam group.

PIMLICO (SM)
Lupus Street, SW1V 3AT
Tel: 01-828 0881
Roll: 1450
Acting Headmaster: Peter Davis
Required from April 1983 Teacher of Mathematics. Candidates should be prepared to teach the full ability and age range. A commitment to SMILE is essential. *Readvertisement.*

MODERN LANGUAGES

Scale 1 Posts

FURZEDOWN (SM)
Welham Road, SW17 9BU
Tel: 01-767 4531
Roll: 1500
Headmaster: J. A. Phillips
Required from April 1983 for one term only: a teacher of German and French to teach German to A Level and some French.

SACRED HEART RC (SM)
Camberwell New Road, SE5 0RP
Tel. 01-274 6844
Roll: 670
Required from September 1983 Teacher of Italian (with some French if possible) to join a lively department with excellent resources, regular 'assistants' and good support. There is a possibility of A level work in the local church schools consortium.

WATERFIELD (SM)
Waterfield Close, Thamesmead, SE28
Tel: 01-310 1700
Roll: 450
Required from April, 1983, or asap a well qualified teacher of Modern Languages able to offer at least two of French, German and Spanish. Interest in European Studies an additional advantage. There is a scale post available for a suitable candidate. Applications from newly qualified teachers welcome.

MUSIC

Head of Department

WILLIAM PENN (SB)
Red Post Hill SE24 9JH
Tel: 01-737 2336
Roll: 980
Headmaster. R. Richardson
Required from September 1983 an energetic and experienced teacher as Head of Music (Scale 3). Class music is taught throughout the first three years and OCE and CSE music is taught in the upper school

Scale 1 Post

WALWORTH (SM)
Shorncliffe Road, SE1 5UJ
Tel: 01-703 5431
Roll: 1261
Required from September 1983, or earlier if possible: Teacher of Music (Scale 1) to teach in both Lower and Upper School buildings of this two site School

PHYSICAL EDUCATION

CARDINAL POLE RC (SM)
Kenworthy Road Homerton E9 5RB
Tel: 01-985 5150
Roll: 1000
Headmistress: Miss J. F. Lowe
Required from September 1983 PE teacher for girls Physical Education and Games programme Scale 1.

SCIENCE

Head of Department

DEPTFORD GREEN (SM)
Amersham Vale SE14
Tel: 01-961 3236
Roll: 620
Headmistress: Mrs M. M. Hill
Required asap or from September 1983 Head of Science Scale 4 (physicist preferred) to lead a well-qualified and cohesive team in a modern and well-equipped department. Previous applicants should indicate if they wish to be reconsidered. *Re-advertisement.*

ISLINGTON SIXTH FORM CENTRE
Annette Road, N7 6EX
Tel: 01-607 5658
Director Margaret Maden
Required from September or earlier, a Co-ordinator of Sciences (Scale 4). This important post will include responsibility for science courses at 'A' and 'O' level as well as science components in TEC (levels 1 and 2), YTS etc. The Centre is a federal institution serving the needs of local schools and young people within the context of comprehensive 16-19 education. Applications from teachers in schools and FE Colleges will be welcomed. A two year secondment is possible for Division 3 teachers and lecturers. Further details and application forms from the Director.

Posts of Responsibility

FULHAM CROSS (SG)
Munster Road, SW6 6BP
Tel. 01-381 0861
Roll: 700
Headmistress: Miss J. M. Burroughs
Required from September 1983 well qualified and experienced Scale 3 teacher to be responsible for Physics throughout the school, to liaise with Mathematics and Computer education and to assist in the general management of the Science department (possibility of 2nd i/c for suitable applicant).

ST SAVIOUR'S & ST OLAVE'S (SG)
New Kent Road, SE1 4AN
Tel: 01-407 1843
Roll: 500
Headmistress: Miss A. C. Davies
Required from April 1983 well qualified and enthusiastic teacher of Biology to share in the General Science programme in the lower school and able to offer Biology to CSE and GCE O and A levels.
Scale 2 post available for a suitably experienced candidate. Preference given to practising Christians.

Scale 1 Posts

PLUMSTEAD MANOR (SG)
Old Mill Road, SE18 1QF
Roll: 1383
Required from April 1983 temporary Teacher of combined Science and Biology. Post would suit teacher particularly experienced with the less able

STEPNEY GREEN (SB)
Ben Jonson Road, E1 4SD
Tel: 01-790 6361
Roll. 960
Headmaster: Mr J. Taylor
Required from September 1983, teacher of Science. Must be capable of teaching Chemistry to 'A' Level.

SOCIAL SCIENCE

WANDSWORTH (SB)
Sutherland Grove, Southfields SW18 5PT
Tel: 01-788 4253
Roll. 1100
Required from September 1983 teacher in charge of social science department (Scale 2), with Head of Department status. Subjects taught include economics (O, A and CSE) Social studies (CSE), commerce (CSE) and components of pre-vocational courses (C & G).

TECHNICAL STUDIES

Head of Department

ISLINGTON SIXTH FORM CENTRE
Annette Road, N7 6EX
Tel: 01-607 5658
Director: Margaret Maden
Required from September 1983 or earlier, a Co-ordinator of Design, Technology and Art (Scale 3). This post includes responsibility for 'A' and 'O' level courses as well as a contribution to the development of TEC levels 1 and 2, YTS and short courses. The Centre is a federal institution serving the needs of local schools and young people within the context of comprehensive 16–19 education. Applications from teachers in schools and FE Colleges will be welcomed. A two year secondment is possible for Division 3 teachers and lecturers.

PRIMARY SCHOOLS

HEADSHIPS

ARGYLE (JM & I)
Tonbridge Street, WC1H 9EG
Applications are invited from suitably qualified and experienced teachers for the post of headteacher which is vacant now. Roll 190 plus 25 ft nursery. Burnham group 4.
Please send foolscap sae for application form and further details to Education Officer, EO/TS1/BA, County Hall, SE1 7PB. Closing date for the return of completed application forms 18 March

HACKNEY FREE AND PAROCHIAL (RAM'S EPISCOPAL) CE (I)
Mehetabel Road, E9 6DU
Applications are invited for the headship of this school which is vacant from 1 September 1983. Roll 144 Burnham group 4 plus Inner London allowance. Successful applicant must be a Communicant member of Church of England. Visits welcomed
Application form and further details from Mrs D. H. Steele, Correspondent to the Governors, 30 Lordship Park, Stoke Newington, N16 5UD to whom they should be returned by 18 March.

OUR LADY QUEEN OF HEAVEN RC (JM & I)
Victoria Drive, SW19 6AD
Applications are invited from suitably qualified, experienced teachers who are practising Roman Catholics for the post of headteacher which is vacant from 1 September 1983 due to retirement. Roll 222. Burnham group 4.
Forms (sae please) from and returnable to The Secretary to the Governors, 69 Combemartin Road, London, SW18 5PP. Closing date 18 March.

ST JUDE'S CE (JM & I)
Regent Road, Herne Hill, SE24 0LA
Headteacher required for September 1983. Vacancy due to retirement. Roll 160. Burnham group 4 plus £201/£276 social priority allowance. Practicing Christian required in EPA, multi-racial school. Close liaison with the Church essential. Application forms obtainable from the Headmaster at the school and returnable to Reverend D. Peterson, care of the school. Closing date for the return of completed application forms 18 March

Posts of Responsibility

GROUP CONSULTANTS FOR PRIMARY MATHEMATICS
Required from September 1983 permanent Scale 3 teachers with good primary experience and a special interest in Maths. Group consultants will have a time-tabled teaching commitment in four schools, each for one day per week and will also take part in school-based staff training in these schools. The remaining day each week will be spent on personal in-service training and in preparation at the ILEA Mathematics Centre.
Consultants can expect to advise teachers on content, teaching method and assessment in Primary Mathematics and to give support and advice to Mathematics Postholders and Heads. An enthusiastic attitude to teaching will be an asset. Further details and application forms from EO/TS1, Room 70, The County Hall, SE1 7PB.

BURDETT COUTTS & TOWNSHEND FOUNDATION CE (JM & I(NC))
Rochester St SW1
Tel: 01-834 3658
Roll: 160
Headmistress: Mrs M. Dathler
Required from September 1983, Experienced Class Teacher, Scale 2, for children aged 6–8 with responsibility for the development of the Creative and Aesthetic areas of the curriculum including expression through movement, art and display. The successful candidate will be in sympathy with the aims of a Church School, preferably a communicant and willing to participate in its corporate life.

Scale 1 Post

THE ARCHBISHOP MICHAEL RAMSEY CE (SM)
Farmers Road, Camberwell SE5 0UB
Tel 01-701 4166
Roll 1100
Headmistress Mrs S Hase
Required from September 1983 Design and Technology teacher (Scale 1) to join a well-equipped and well-supported department.

ST ANNE'S
Underwood Road, E1
Tel: 01-247 6427
Roll 191 (including 30 full-time Nursery)
Headmistress Miss V H Munday
Required from September 1983 experienced junior teacher Scale 2 post available for suitable candidate to develop literacy and language throughout the entire primary age range. An interest in boys' games would be a distinct advantage. Applicant should be practising Roman Catholic and should hold Catholic Teachers Certificate

ST CHARLES' RC (JM & I(NC))
80 St Charles' Square, W10 6EH
Tel: 01-969 5566
Roll 300 + N
Headmaster, John Cullinane
Required from April 1983 or asap a convinced Catholic class teacher for Juniors. Scale 2 post for 'Integration of Social & Environmental studies' plus willingness to assist in Junior Games.
RE Cert essential (N.B This is a re-advertisement, applications already received will be held)

Part-time Posts

HAGUE (JM & I(NC))
Wilmot Street Bethnal Green E2
Tel. 01-739 9574
Roll: 159
Required urgently Part-time Teacher .5 (days and hours to discuss) ESL plus some class relief across the age range Infants, nursery experience helpful Visits essential

HOLY TRINITY CE (JM & I(NC))
Beechwood Road, E8 3DY
Tel: 01-254 1010
Roll: 200 + FT Nursery Class.
Headmistress: Mrs E. F. Crome
Required from April 1983. Experienced Primary Teacher required to join team of Enthusiastic staff. .5 + 1 LFA cover.
Candidates should be sympathetic to the aims of this multi-cultural Christian School.

NURSERY EDUCATION

MAXILLA NURSERY CENTRE
4 Maxilla Walk, off Kingsdown Close, W10
Tel 01-960 3931
Scale 2 teacher for nursery school. The centre is designed to cater for the varying needs of children 0–5 years and their parents. It comprises a unit for under 3s, nursery school and parents centre. The school is open from 8am to 6pm for 49 weeks of the year. It is run by a team of nursery workers including teachers, all working a flexible holiday pattern and shift hours. Teachers have normal school holiday allocation.

SPECIAL EDUCATION

DAY SCHOOLS

Post of Responsibility

JACK TIZARD ESN (S)
Finlay Street SW6 6NB
Tel: 01-736 7949
Roll: 116
Headmaster. R. M. A. Gifford
Required from April 1983 or asap Teacher Scale 3(S) to develop curriculum in the senior school and to have class responsibility.

Scale 1 Post

FRANKLIN DELANO ROOSEVELT (M) PH)
Avenue Road, NW8
Tel: 01-722 4490
Roll: 81
Headmistress: Miss H. C. Rouse
Required asap Commerce Teacher, Scale 1 plus SSA. Interested in teaching children with special needs to CSE level. Will also be working at John Keats (M (DEL) Visits essential

SECONDARY MATHEMATICS
continued

ESSEX
THE HARWICH SCHOOL. Group 12. Hall Lane, Dovercourt. Tel: Harwich 6272. MATHEMATICS TEACHER Scale 1. Required September 1983. Graduate preferred, to join successful Faculty. Mathematics courses are taught up to 'A' level and Computer Studies is also established. New entrants to the profession are encouraged to apply. Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (65510) 133422

GWENT
OAKDALE COMPREHENSIVE SCHOOL Blackwood (11 - 18)

Required for 1st September 1983:-

(a) Mathematics. Graduate to teach throughout the school to 'O' level. Ability to develop mathematically related courses an advantage.

(b) Mathematics/Computer Studies. To be responsible for Computer Studies. Applicants should be familiar with 380Z's B.B.C. Acorns and ZX81's and prepared to develop computer assisted learning in other areas of the curriculum. Scale 2 for suitable applicant.

Application forms and further information where available obtainable from The Director of Education, County Hall, Cwmbran, Gwent. On receipt of a S.A.E. and should be returned to the Head Teacher of the school by 13th March 1983. (65404) 133422

HARINGEY
Progress with Humanity

THE DRAYTON SCHOOL Gladesmore Road, London N15. Comprehensive, Community School. Roll 1100 - 130 in Sixth Form. Required for 18 April, a Mathematics Teacher, Scale 1. This is a temporary appointment for the summer term due to the promotion of the present post holder. Social Priority Allowance £201/£276. London Allowance (£834) payable. Forms of application (s.a.e.) available from the undersigned to be returned to the Head of the School as soon as possible. Haringey is an equal opportunity employer. (55033) 133422

HOUNSLOW
THE HEATHLAND SCHOOL Wellington Road South, Hounslow, Middlesex. Tel: 01 572 4411. Head: Geoffrey J. Samuel JP MA. Roll: 1420 (including 215 Sixth Form). Required for September 1983 for this 8 form entry mixed comprehensive school which opened in 1973 and which is situated on the edge of Hounslow Heath. A well qualified and enthusiastic teacher (Scale 1) to join a large and active all graduate Department. The Mathematics suite of rooms includes a fully equipped laboratory and computer room. The main school syllabus is modern in its approach but with added emphasis on basic skills and techniques. The post offers wide experience with pupils of all ages and abilities and there are well established courses for 'O' level and CSE examinations in Mathematics, Statistics and Computer Studies. Mathematics is popular in a strong Sixth Form with six groups of Advanced and Further Mathematics. LONDON ALLOWANCE: £549 p.a. Letters of application (no forms) within seven days to The Head giving details of qualifications and the names of two referees. (54664) 133422

HUMBERSIDE
COUNTY COUNCIL EDUCATION DEPARTMENT KINGSTON UPON HULL DIVISION. MALET LAMBERT HIGH SCHOOL. James Reckitt Avenue, Hull. Head: Mr. J. Andrews. Required for September 1983, a Scale 1 teacher of MATHEMATICS to teach throughout the age and ability range, in this 13 - 18 coeducational comprehensive school. G.C.E. 'O', 'A', 'S' level. Further Mathematics and Oxbridge entry level teaching is available for a suitably qualified candidate. Application forms available from the Head should be returned by 18th March, 1983. (65357) 133422

HUMBERSIDE
COUNTY COUNCIL EDUCATION DEPARTMENT Kingston upon Hull Division. ST. MARY'S HIGH SCHOOL. Inglemire Lane, Hull. Head: Miss M. Dent, B.A. Required for the Summer Term 1983 a temporary teacher of MATHEMATICS for all abilities up to and including 'O' level. This is a voluntary aided R.C. comprehensive school with 540 girls aged 13 - 18 years. Application forms available from the Head should be returned by 18th March, 1983. (65360) 133422

ISLE OF MAN
BOARD OF EDUCATION

QUEEN ELIZABETH II HIGH SCHOOL (Comprehensive Co-Ed 620 on roll)

Required for September 1983, a teacher of Mathematics and General Science Scale 1. The work will be confined mainly to Junior forms and a willingness to teach across the ability range is required. It is possible that in the future some work to first examination level could be offered to a suitable candidate.

Application forms and further details may be obtained from the Headmaster, Queen Elizabeth II High School, Peel, Isle of Man to whom completed forms should be returned by 23rd March 1983. (54143) 133422

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT MEDWAY DIVISION. WARREN WOOD SECONDARY BOYS' SCHOOL. Arethusa Road, Rochester, Kent. Group 7 410 on roll. Required for September 1983 a teacher of MATHEMATICS, Scale 1, to teach throughout this 11 - 16 Secondary Modern School to C.S.E. and to G.C.E. 'O' levels. Ability to offer subsidiary subjects, particularly Computer Studies, will be an advantage. Letters of application enclosing curriculum vitae and the names and addresses of two referees to the Headmaster at the school.

GILLINGHAM DIVISION. Applications are invited from qualified teachers of Mathematics for temporary appointments for the Summer Term. Application form and further details available from the Divisional Education Officer, Municipal Buildings, Gillingham, Kent (s.a.e. please). (55147) 133422

LINCOLNSHIRE
JOHN SPENDLUFFE SECONDARY SCHOOL Hanby Lane, Alford LN13 9BL

Group 7. Roll 442

Assistant Teacher for mathematics required for September 1983, to teach full ability and age range to CSE and 'O' level. Scale 1.

Apply to Head by letter with names and addresses of two referees. Closing date: 18th March 1983. (55264) 133422

NEWHAM
LONDON BOROUGH OF NEWHAM. WOODSIDE SCHOOL. Woodside Road, London E13 8RX. Head Teacher: Mr.M. Walton. Number on roll: 900. TEACHER OF MATHEMATICS Scale 1. Required April 1983 or September 1983. To join an enthusiastic team which provides courses leading to C.S.E. and G.C.E. 'O' and 'A' Levels. Courses in Statistics and Computer Studies are also provided. London Allowance: £939 plus Social Priority Allowance. Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 15th March 1983. Director of Education, Education Offices, Broadway, Stratford, London E15 4BH. (54964) 133422

NORFOLK
SPROWSTON HIGH SCHOOL Cannerby Lane, Sprowston, Norwich NR7 8NE

SCALE 1 MATHEMATICS GRADUATE

Required for September 1983, to teach to 'A' level.

Application forms and further details from and returned to the Headmaster at the School. S.A.E. please. (55340) 133422

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE EDUCATION COMMITTEE. WILLINGTON HIGH SCHOOL. Churchill Street, Wallsend NE28 7TN. Headteacher: Mr.D.A. Renaut, B.A. Required for 1st September 1983, Scale 1 TEACHER of MATHEMATICS in this 13 - 18 Comprehensive High School. Mathematics is taught to 'O' and 'A' Level. An interest in Computer Studies would be a distinct advantage. Application forms and further details are available on receipt of a s.a.e. from the Headteacher to whom they should be returned as soon as possible. (54960) 133422

NORTH YORKSHIRE
COUNTY COUNCIL SCALBY SCHOOL. Fieldstead Crescent, Newby, Scarborough YO12 6TH. Mixed 11 - 16 Comprehensive for 1,030 pupils. Required for the Autumn Term, 1983, Scale 1 teacher for MATHEMATICS with SCIENCE. The contribution of the successful candidate will be weighted towards the teaching of Mathematics. In addition, an ability to offer some integrated science in the lower school as well as Physics and Biology in the third year, would be an added recommendation. The school serves a wide rural catchment area to the north and west of Scarborough. For application form and details send S.A.E. to the Headmaster at the school to whom completed applications should be returned within ten days of the appearance of this advertisement. (54971) 133422

NORTH YORKSHIRE
COUNTY COUNCIL ESKDALE SCHOOL. Stainsacre Lane, Whitby YO22 4HF. 11 - 14 years comprehensive. Required from September 1983, teacher of MATHEMATICS, Scale 1. Application forms and further details are available from the Headmaster at the school (s.a.e. please). (54973) 133422

NORTHAMPTONSHIRE
NORTHAMPTON LINGS SCHOOL (Billing Brook Road, Lings, Northampton NN3 4NH)

Required for September, a Scale 1 teacher to join the Mathematics Faculty of this growing 13 - 18 coeducational comprehensive school. The teaching programme involves an individual learning scheme with courses leading to all levels up to 'A' Level (SMP).

Further details and application forms available from the Headmaster. (SAE please). (65419) 133422

NORTHUMBERLAND
ASHINGTON COUNTY HIGH Green Lane, Ashington NE63 8DH. Group 11. 13 - 18 Comprehensive, 1110 pupils including 135 in 6th Form. Required from Sept. '83, Teacher of Maths (scale 1) to teach across full age and ability range in strong dept. of 6 full time Mathematicians. Should state interest in what ways they expect to contribute to general life of School. Removal expenses/lodging allowance may be payable. Application form (sae) returnable by 18.3.83 from Head. (55335) 133422

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE. COUNTHILL COMPREHENSIVE SCHOOL. Counthill Road, Oldham. Required for April 1983 at this 11 - 18 mixed comprehensive school of about 1,350 pupils, SCALE 1 temporary teacher of MATHEMATICS/PHYSICS, to 31st August 1983. A permanent post might be available for a suitable applicant. A Social Priority Allowance is payable. Apply immediately by letter to the Head at the school giving full talls including two referees. Send S.A.E.(s) if receipt or result required. (54817) 133422

OLDHAM
MEETROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE. ST ALBAN'S R.C. COMPREHENSIVE SCHOOL. Warren Lane, Oldham. Required for 1st May 1983 at this 11 - 18 mixed Comprehensive School of about 800 pupils, temporary SCALE 1 Teacher of MATHEMATICS/COMPUTER STUDIES to 31st August 1983. A Social Priority Allowance is payable. Send s.a.e./s for application form to the Head at the school, returnable to him immediately. (54818) 133422

OXFORDSHIRE
COUNTY COUNCIL CHENEY SCHOOL. Cheney Lane, Headington, Oxford OX3 7QH. (13 - 18 comprehensive, 850 boys and girls, 130 in the Sixth Form). Required from April 1983 for one term only, a temporary teacher of Mathematics. Part-time possible. Apply immediately to the Headteacher giving curriculum vitae and names of two referees. 'Phone 0865-65726 for further details. SAE please.

JOHN MASON SCHOOL. Wootton Road, Abingdon OX14 1BJ. Mixed Comprehensive 11-18. Roll 1090. DRequired for September 1983 a teacher of Mathematics to join an enthusiastic department which is expanding and moving into specialist room in September 1983. Apply by letter to the Headteacher, giving details of qualifications, training and experience and naming two educational referees. Further details available (s.a.e. Plead).

DD please). FITZHARRY'S SCHOOL. Abingdon OX14 1NP. Roll 1030. Required from Easter 1983 for one term only due to secondment, a temporary teacher of Mathematics. Apply with the names and addresses of two referees to the Headteacher as soon as possible. SAE please.

MATTHEW ARNOLD SCHOOL. Arnolds Way, Oxford OX2 9JE. Group 11. Roll 1000 Mixed. Required for SEPTEMBER 1983, Teacher of MATHEMATICS, Scale 1. A mixture of traditional and modern mathematics is taught. There is a possibility of A level work for a suitably qualified candidate. Apply to the Headteacher by letter (with s.a.e.) stating qualifications and experience, and naming two referees.

WHEATLEY PARK SCHOOL. Holton, Oxford OX9 1QH. Comprehensive 11-18. Roll 1225. Required for September 1983, a teacher for Mathematics to teach at all levels up to and including Oxbridge Level. An interest in Computer Education would be an advantage. Apply in writing to the Headteacher outlining age, qualifications, experience and giving the names of two educational referees. Further details available upon receipt of a S.A.E. (55051) 133422

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE. HATHERSHAW COMPREHENSIVE SCHOOL. Bellfield Avenue, Oldham. Required for April 1983 at this 11 - 18 mixed Comprehensive School of about 920 pupils SCALE 1 temporary teacher, to 31st August, 1983, of MATHEMATICS with an interest in Computer Studies. A Social Priority Allowance is payable. Send s.a.e. for application form to be Head at the school returnable to him immediately. (54819) 133422

POWYS
COUNTY COUNCIL EDUCATION DEPARTMENT. LLANIDLOES HIGH SCHOOL. Required for 18th April, 1983, a teacher of Mathematics to be responsible for the teaching of the subject to 'A' level. This is a temporary post for one term. Possibility of a scale 2 or 3 for a suitably qualified applicant (Ref: 617). Applications by letter to the Headmaster as soon as possible. (Telephone 05512 2289). (54688) 133422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

Required for April 1983, a temporary teacher of Mathematics (full or part-time) for 1 term only.

The Kent Mathematics project is taught throughout the Lower School and a fully equipped Computer Studies laboratory has been developed.

Shene is a mixed 11 - 16 comprehensive school of 800 pupils, situated in pleasant grounds near Richmond Park.

Application forms available from and returnable to the Headmaster at the school (foolscap s.a.e. please) by Tuesday 15th March 1983. (54837) 133422

SOMERSET
YEOVIL COLLEGE Yeovil

LECTURER GRADE I IN COMPUTER SCIENCE

For further details of this post, see full advertisement under the Sixth Form & Tertiary Colleges' Section. (55119) 133422

SUFFOLK
DEBEN HIGH SCHOOL. (11 - 18 mixed Comp. Roll 938, 13 in Sixth Form) Garrison Lane, Felixstowe. TEACHER OF COMPUTER STUDIES to 'A' Level and MATHEMATICS to at least 'O' Level. For further details see our advertisement under Secondary Computer Studies Scale 1. (65532) 133422

SURREY
EDUCATION COMMITTEE HEATH END COUNTY SECONDARY (12 - 16 Mixed Comp. NOR 930) Hale Reeds, Heath End, Farnham. MATHEMATICS Scale 1 qualified enthusiastic teacher, required September 1983, to join excellent team. Apply to Head for details (SAE please). (65343) 133422

Modern Languages

Heads of Department

BARNSLEY
METROPOLITAN BOROUGH COUNCIL. THURNSCOE COMPREHENSIVE SCHOOL. Clayton Lane, Thurnscoe, Rotherham (11 - 16 Mixed Comprehensive - No on roll 995). Headteacher: Mr. D.P. Owen BSc (Econ). Required for September 1983 HEAD OF MODERN LANGUAGES (Scale 3). Preferably applicants should be French specialists. The department offers courses in French and European Studies throughout the School and German as a second language. Application forms and further details are available from and returnable to the Headteacher at the School as soon as possible (SAE Please). (54970) 133618

DERBYSHIRE
EDUCATION COMMITTEE

St. HELENA SCHOOL Sheffield Road, Chesterfield, S41 7LN

(13 - 18 Girls) N.O.R. 880

(Including 200 in VIth Form)

For September, HEAD OF MODERN LANGUAGES, Scale 4. French is taught throughout the School, with German as the second modern language. Close links with France and Germany have been established through school exchanges.

Letters of application, with curriculum vitae and details of 2 referees, to the Headmistress, from whom further details may be obtained. (S.A.E. please). Closing date 18th March, 1983. Derbyshire County Council is an equal opportunity employer. (65463) 133618

HERTFORDSHIRE
LANGLEYBURY SCHOOL. Hunton Bridge, Kings Langley. Required September, well qualified and lively Head of Modern Languages Scale 3. London fringe allowance £231. Main language French, subsidiary German. The school has well used language laboratory. For further details contact the Headmaster (Tel: Kings Langley 62907). Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (55001) 133618

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL FOR GIRLS. Lady's Close, Watford. Required September, Head of German to organise work to teach throughout the school to University Level. Scale 3 + London fringe allowance £231. Apply in writing to Headmistress with names of two referees and copies of testimonials. (55000) 133618

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE

EDUCATION COMMITTEE

WILLINGTON HIGH SCHOOL Churchill Street, Wallsend NE28 7TN

Headteacher: Mr. D. A. Renaut, B.A.

Required for 1st September 1983, Scale 3 HEAD of MODERN LANGUAGES in this 13 - 18 Mixed Comprehensive High School of 780 pupils.

French is the main language taught. The School seeks an enthusiastic teacher whose career demonstrates successful teaching of French as a rewarding experience for pupils of all abilities.

Application forms and further details are available on receipt of a s.a.e. from the Headteacher to whom they should be returned as soon as possible. (54959) 133618

OXFORDSHIRE
COUNTY COUNCIL JOINT MODERN LANGUAGES APPOINTMENT AT PEERS SCHOOL, OXFORD AND THE OXFORD UNIVERSITY DEPARTMENT OF EDUCATIONAL STUDIES

THE PEERS SCHOOL Littlemore, Oxford OX4 5JY

Group 12 - 1000 13 - 19 mixed. Required for September 1983 a well qualified modern linguist (Scale 3) with good teaching experience and active interest in teacher and in service education. This is a new and significant opportunity to combine school-based teaching and research with P.G.C.E. work with the Department, time being divided equally between the two institutions. Apply by letter to the Headteacher, giving two referees, Curriculum Vitae and explaining the interest and qualifications for such a post. For further details enclose a S.A.E. (55052) 133618

SHROPSHIRE
EDUCATION COMMITTEE FITZALEN SCHOOL. Upper Brook Street, Oswestry, Shropshire SY11 2TQ. 11 - 16 Mixed Comprehensive 6 form entry. Required September 1983 well qualified and experienced teacher to be Head of its Modern Languages Department. Scale 3. An ability to teach French and one other modern language to 'O' Level (preferably Spanish) is required. Application forms and further details from the Head Teacher (sae). (65543) 133618

INSERVICE TRAINING COURSES ABROAD See Education courses (66868) 133618

Scale 2 Posts and above

ENFIELD
LONDON BOROUGH OF ENFIELD. ST ANGELA'S R C SCHOOL. Oakthorpe Road, London N13 5TY. Required for September 1983 a teacher of Modern Languages. Scale 2 post. For further information see under Modern Languages Scale 1 posts. (55035) 133622

LONDON SW19
KING'S COLLEGE SCHOOL Wimbledon Common SW19 4TT. HMC 650 boys 13 - 19. Required for September 1983 A GRADUATE LINGUIST to teach French throughout the School. There are six members of the Modern Languages Department and over forty boys are studying French at 'A' level. The Department operates a recently installed language laboratory. This appointment is particularly suitable for a graduate entering teaching or for an established teacher seeking experience in a large department. Salary will depend on qualifications and experience but will not be less than Burnham Scale 2. Applications, enclosing a curriculum vitae together with the names of two referees, should be addressed to the Head Master (further information about the post, salary, etc. is also available (01-947 9311)). (65387)

NORTH YORKSHIRE
COUNTY COUNCIL ESKDALE SCHOOL. Stainsacre Lane, Whitby YO22 4HF. 11 - 14 years, comprehensive. Required from September 1983 Teacher of MODERN LANGUAGES, Scale 2 with responsibility for organising French throughout the school. A small amount of German also taught. Application forms are available and further details from the Headmaster at the school (s.a.e.please). (54974) 133618

Cornwall
Cornwall Education Committee

There is a Removal Expenses Scheme for teachers taking up permanent teaching post from outside the County.

Send S.A.E. (9" x 4") to Headteacher for application form and further details, unless otherwise stated.

SECONDARY
RICHARD LANDER SCHOOL, Treswis Road, Truro, Cornwall.
Group No. 11, No. on Roll. 1400, Sixth form of 270.

Craft, Design & Technology – Scale 2
For September, 1983, Assistant Teacher of Craft, Design & Technology. Ability to teach at all levels up to 'O' level including responsibility for a new multi-purpose workshop in the Sixth Form Centre.

Mathematics & Computer Studies – Scale 2
For September, 1983, Assistant Teacher of Mathematics & Computer Studies. Ability and willingness to teach Maths up to 'O' and 'A' level and to organise Computer Studies to 'A' level in the Sixth Form Centre.

Needlework & Home Economics – Scale 1
For April or September, 1983, Assistant teacher of Needlework and Home Economics. An enthusiastic teacher is required to teach Needlework to 'A' level in the Sixth Form Centre and both subjects up to 'O' level in the main school.

Physics & General Science – Scale 1
For September, 1983, Well qualified and enthusiastic teacher for Physics and General Science. Ability to teach Physics to 'O' level in the first instance with the possibility of 'A' level in the near future.

PENWITH SIXTH FORM COLLEGE, St. Clare Street, Penzance, Cornwall TR18 2SA.
Group No. 12, No. on roll 600.

Biology – Scale 1
For September, 1983, a well qualified teacher to assist with the teaching of biological subjects throughout the college, including 'A' level work. This is a temporary post for one year.

Please apply by letter, including curriculum vitae and names and addresses of two referees, to the Headteacher.

THE ROSELAND SCHOOL, Tregony, Truro, Cornwall, TR2 5SE. Group No. 8, No. on roll 482.

English – Scale 1
Applications are invited from qualified teachers of English for Easter, 1983. To teach to C.S.E. and G.C.E. 'O' level standard.

To support their applications candidates should indicate any special interests e.g. Library, Drama.

WADEBRIDGE SCHOOL, Gonvena Hill, Wadebridge, Cornwall PL27 6BU. Group No. 10, No. on Roll 1114.

Needlework – Scale 1
A vacancy exists for a temporary (18 week maternity absence) full-time instructor/teacher of needlework, commencing 21st March, 1983.
Application by letter, to the Headteacher, stating full curriculum vitae and names and addresses of two referees.

PRIMARY
ARCHBISHOP BENSON V. A. C. OF E. INFANTS SCHOOL, Tregolls Road, Truro, Cornwall, TR1 1JY.
Group No. 4, Vacant from 1st September, 1983. Closing date 25th March, 1983

Headship
Applications are invited from suitably qualified teachers for the Headship of the above school.

Applicants should be active members of the Church of England. Application Form and further details available on receipt of a S.A.E. (9" x 4") from The Secretary for Education, County Hall, Truro, Cornwall, TR1 3BA.

SECONDARY MODERN LANGUAGE
continued

WILTSHIRE
SOUTH WILTS GRAMMAR SCHOOL FOR GIRLS. 770 pupils - Sixth Form 200. Salisbury. Required for September 1983 a good Honours graduate in French to teach to Advanced level and Oxbridge entrance standard and able to offer a strong subsidiary subject. We seek an energetic, committed teacher who will wish to take part in Foreign exchange visits under the Wiltshire-Loiret link and in extra-curricular activities. The post can be adapted for someone with experience eager for a range of sound academic teaching or for a new entrant. Letters of application (no forms) to the Headmistress with full details of qualifications, experience, interests and the names of two referees. Please enclose s.a.e. Interviews 1st March. (65394) 133620

INSERVICE TRAINING COURSES ABROAD See Education courses. (66869) 133620

Scale 1 Posts

BIRMINGHAM
CITY OF BIRMINGHAM

EDUCATION DEPARTMENT

HODGE HILL SCHOOL Bromford Road B36 8HB

(Tel: 021-783 8381)

Required for Summer Term Scale 1 temporary teacher of French with ability to teach to 'O' and C.S.E. Levels.

Applications to Headteacher enclosing s.a.e. (65352) 133622

CAMBRIDGESHIRE
WALTON SCHOOL. Mountsteven Avenue, Peterborough PE4 6HX. (11 - 18 Mixed Comprehensive). Tel: Peterborough 72501. Headmistress: Mrs. S.M. West, M.A. GROUP 11. REQUIRED FOR SEPTEMBER, 1983:- Well qualified teacher of French and German (Scale 1) to join a lively and enthusiastic team. German and French alternate as first language in Year 1. A person is sought who is committed to the oral-aural approach across the ability range. Possible housing assistance. Application by letter enclosing full curriculum vitae and names and addresses of two referees direct to the Headmistress at the above address by 16th March, 1983. Further details available on enclosure of s.a.e. (54666) 133622

CUMBRIA
COUNTY COUNCIL TRINITY SCHOOL. Strand Road, Carlisle. (Mixed Comprehensive 11 - 18 Years 1700 on Roll). Required for September 1983 a Graduate Teacher of German and French (Scale 1); able to teach both languages to C.S.E. 'O' and 'A' levels within a strong Modern Languages Department of eight staff. Application forms and further details available from the Head at the school (s.a.e. please) to whom completed forms should be returned by 14 March 1983. (55336) 133622

DERBYSHIRE
EDUCATION COMMITTEE

ECKINGTON SCHOOL. Dronfield Road, Eckington, Sheffield. S31 9BR

New 11 - 18 Co-educational Comprehensive School. N.O.R. 1340

For April or September, Teacher of French. Scale 1.

Letters of application, with curriculum vitae and details of 2 referees, to the Headmaster. (S.A.E. please.)

Derbyshire County Council is an Equal Opportunity Employer. (65462) 133622

DEVON
Please see displayed advertisement on page 59. (55008) 133622

DONCASTER
HATFIELD HIGH SCHOOL Ash Hill, Hatfield, DONCASTER DN7 6JH

DON 840961

Headmaster Mr A.V. Brookman B.A.

Required for September 1983, in this group 12, 13 - 18 mixed comprehensive school, a graduate teacher (Scale 1) to teach both French and German throughout the School. The Modern Languages Department is strong. The post therefore offers an excellent opportunity to a young member of the profession.

Apply by letter to the Headmaster, supplying curriculum vitae and SAE. (54106) 133622

ENFIELD
LONDON BOROUGH OF ENFIELD. BULLSMOOR SCHOOL. Bullsmoor Lane, Enfield, Middx EN3 7TN. (Sixth form entry Mixed Comprehensive) Roll 975. Required April, 1983, a teacher of FRENCH and GERMAN (scale 1) to join a lively, well organized Department. This is a temporary post for the Summer Term. SAE. Application forms (foolscap) obtainable from the Headmaster, to whom they should be returned as soon as possible. (55012) 133622

ENFIELD
LONDON BOROUGH OF ENFIELD. ST. ANGELA'S R.C. SCHOOL FOR GIRLS. Oakthorpe Road, London N13 5TY. Voluntary Aided Upper Tier Comprehensive. Age range 14 - 19. Roll 700. Required for September, 1983, a teacher of MODERN LANGUAGES. Applicants will be required to share in the teaching of FRENCH to 'A' level, and ITALIAN to 'O' level and EUROPEAN STUDIES to C.S.E. Level. A Scale 2 post is available to a candidate able to organise the teaching and examination of European Studies. London Allowance, £615. Application forms (foolscap SAE) obtainable from the Headteacher, at the school, to whom they should be returned by 16th March 1983. (55036) 133622

ESSEX
KING JOHN SCHOOL. Shipwrights Drive, Thundersley, Benfleet. Tel Southend 558284. (Roll 1380 11 - 16 mixed comp). FRENCH/GERMAN Scale 1. Required September. Graduate Teacher of French/German throughout age range to C.S.E./'O' level; some audio-visual, some general Language work. Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (65512) 133622

HAMPSHIRE
YATELEY SCHOOL. School Lane, Yateley. Comprehensive mixed 11 - 18. Required for September 1983 or earlier if available Scale 1 post. Teacher for French. Closing date 14th March 1983. Letter of application nominating two professional referees to Head Teacher with s.a.e. for details. (65517) 133622

HUMBERSIDE
COUNTY COUNCIL EDUCATION DEPARTMENT KINGSTON UPON HULL DIVISION. AMY JOHNSON HIGH SCHOOL. Haltemprice Street, Hull. Head: Miss J. S. Dalby, B.Sc., Ph.D. Required for April, 1983, Scale 1, temporary teacher of FRENCH, with subsidiary GERMAN if possible, for the duration of the Summer Term in the first instance. This is a comprehensive school for approximately 580 girls from 13 - 18 years. Application forms are obtainable from the Head and should be returned by 18th March, 1983. (65358) 133622

KIRKLEES
METROPOLITAN COUNCIL DIRECTORATE OF EDUCATIONAL SERVICES. COLNE VALLEY HIGH SCHOOL. Ref: 104. Gilroyd Lane, Linthwaite, Huddersfield HD7 5SP. Ref: 104. Required for the Summer term, 1983 a temporary (one term) SCALE 1 teacher of FRENCH AND GERMAN. The French to be taught in the existing timetable is in the 11 - 16 part of the School and the German in Years 2 and 3. MIRFIELD HIGH SCHOOL. Kitson Hill Road, Mirfield, West Yorkshire WF14 9EZ. Ref: 105. Required for 30 August 1983, teacher of MODERN LANGUAGES SCALE 1, in this well-established 13 - 18 comprehensive school. The successful candidate will be required to teach French up to 'O' level. The ability to offer German could be useful but is not essential. Apply by letter to Headmaster giving curriculum vitae and two referees. (55238) 133622

MIDDLESEX
NORTH LONDON COLLEGIATE SCHOOL. Canons, Edgware, Middlesex HA8 7RJ. Required for September 1983, a highly qualified honours graduate Assistant Teacher to organise the teaching of GERMAN in a large and lively Modern Languages Department, consisting of a Head of Modern Languages, seven Assistant Teachers and three Language Assistants. Application to teach both German and French throughout the School to Oxford and Cambridge University entrance. Application by letter to the Head Mistress, at the address above, giving names of two referees. Burnham Salary scale to be dependent on experience and qualifications. (Independent Girls' School - formerly Direct Grant - 800 pupils). (55353) 133622

NORTH YORKSHIRE
COUNTY COUNCIL BOROUGHBRIDGE HIGH SCHOOL. Wetherby Road, Boroughbridge, York YO5 9JX. Required for September 1983, teacher of FRENCH, Scale 1. The successful applicant should also be able to offer German as a second subject. The school opened in 1983 with 11+ pupils only, and is building up in numbers year by year. Letters of application to the Headteacher at the school, enclosing full curriculum vitae and the names and addresses of two referees. (54975) 133622

NORTHAMPTONSHIRE
RUSHDEN CHICHELE SCHOOL FOR GIRLS Spencer Road, Rushden, Northants NN10 9AD

Required for September 1983 a graduate teacher (Scale 1) to teach French, to the full age and ability range, in this girls' comprehensive school of 900. (11 - 18 years).

Details and application form from the Headmistress (SAE please). (65417) 133622

NORTHAMPTONSHIRE
DAVENTRY ORANGE COMPREHENSIVE SCHOOL Badby Road, Daventry, Northants NN11 4HJ

Required for September 1983 teacher of French and German. Scale 1, to join a lively and expanding department in a developing 11 - 18 school.

Both languages have equal status within the school and candidates would be involved in teaching both languages across the whole ability and age range.

Further details and application form available from the Headmaster (SAE please). (65431) 133622

SHROPSHIRE
EDUCATION COMMITTEE THE CORBET SCHOOL. Baschurch, Nr. Shrewsbury SY4 2AX. Required September. Well qualified teacher of German and French. 11 - 16 Comprehensive 570 pupils. Application forms from and returnable to the Head (s.A.E.). (54541) 133622

SHROPSHIRE
EDUCATION COMMITTEE TEACHER OF MODERN LANGUAGES SCALE 1. ADAMS SCHOOL. Wem, Shropshire SY4 5UB. Required September 1983. French/German good honours graduate Scale 1. Interested in exchange visits. Further details from Headmaster (sae). (67325) 133622

ST. HELENS
EDUCATION COMMITTEE

MOUNT CARMEL R.C. HIGH SCHOOL FOR GIRLS (11 - 16 years Girls' Comprehensive; 484 on roll) Prescot Road, St. Helens, Merseyside WA10 3AG

FRENCH (SCALE 1)

Required for September 1983.

Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (55060) 133622

STAFFORDSHIRE
EDUCATION COMMITTEE ASIAN EDUCATION CENTRE. Casey Lane, Burton Upon Trent. Required in September, 1983, a teacher (Scale 1) of URDU and ENGLISH as a second language with some Home-School liaison. The post is based on the Centre, and the work is mainly in secondary schools. Application forms and further particulars are obtainable from and returnable to the Chief Education Officer (Staffing), County Education Offices, Tipping Street, Stafford ST16 2DH (s.a.e. please). Closing date 16th March, 1983. All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (65545) 133622

SUFFOLK
HADLEIGH HIGH SCHOOL. Highlands Road, Hadleigh, Ipswich IP7 5HU. (11 - 16 Mixed Comprehensive, roll 790). Required September 1983 teacher of FRENCH and GERMAN Scale 1. French to 'O' Level. German to at least C.S.E. Good opportunity for a young teacher to join a strong forward looking department. Closing date for applications 21st March 1983. Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (65534) 133622

WILTSHIRE
SHELDON SCHOOL. Chippenham SN14 6HJ. Tel: 0249 651216. Mixed 11 - 18 Comprehensive, 1260 on roll. Teacher of ENGLISH and FRENCH (mostly in years 1, 2 and 3) required temporarily for summer term (11th April to 31st August 1983). The person appointed will also be required to act as a tutor to a third year mixed ability group within a well-established year system. Further details only on receipt of SAE. Application by letter to the Headmistress, together with a full curriculum vitae and the names and addresses of two professional referees as soon as possible. (65380) 133622

INSERVICE TRAINING COURSES ABROAD See Education courses. (66870) 133622

Music

Heads of Department

CHESHIRE
EDUCATION COMMITTEE

ALSAGER COMPREHENSIVE SCHOOL Hassall Road, Alsager, ST7 2HR

Tel: Alsager 3291

1500 on roll, 190 in Sixth Form

SCALE 3 - HEAD OF MUSIC

This post is vacant from September 1983. A very well qualified and experienced teacher is required to take charge of an extremely flourishing department with very high standards of performance at County and National level. Teaching up to 'A' level standard is required.

Application forms obtainable from and returnable to the Head Teacher on receipt of a stamped addressed envelope.

Closing date: 18th March 1983. (65481) 133818

DERBYSHIRE
ANTHONY GELL SCHOOL (Mixed Rural Comprehensive 11 - 18, 965) Wirksworth seeks for September 1983 a lively and committed teacher as HEAD OF MUSIC (Scale 3) in a school with a strong brass band tradition that is looking for further creative developments. Details from Acting Headmaster, Anthony Gell School, Wirksworth, Derbys. Tel. Wirksworth 2608, enclosing S.A.E. (55241) 133818

DONCASTER
ARMTHORPE COMPREHENSIVE SCHOOL. Mere Lane, Armthorpe, DONCASTER DN3 2DA

11 - 18 mixed

Tel. Doncaster 831582

(N.O.R. 1110, including 130 in Sixth Form)

Required September, 1983, EXPERIENCED GRADUATE TO BE HEAD OF MUSIC DEPARTMENT (SCALE 3).

The subject is taught to all pupils in year 1 to 3, after which it is offered as an examination 'option' at CSE, 'O' and 'A' levels. A large number of pupils learn to play instruments and the extra-curricular side of the Department's work is very strong.

Letters of application, with full curriculum vitae and naming two referees, should be addressed to the Headmaster at the School as soon as possible. Telephone enquiries welcomed. (54105) 133818

ENFIELD
LONDON BOROUGH OF ENFIELD. ST. IGNATIUS COLLEGE (UPPER SCHOOL). Turkey St., Enfield, Middx EN1 4NP. Voluntary Aided Comprehensive School for Boys (aged 13 - 18). Conducted by Jesuit Fathers. Roll 800. Required for September, 1983, HEAD OF MUSIC. Candidates should be able to teach C.S.E. and G.C.E. ('O' and 'A' levels) syllabuses and liturgical singing. Scope for choral, operatic, and instrumental work in a flourishing music department. Scale 4 post for a suitable candidate. London Allowance, £615. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance. Applications with the names of two referees and full curriculum vitae direct to the Reverend Headmaster. (55038) 133818

LINCOLNSHIRE
LINCOLN THE ANCASTER HIGH SCHOOL

ASSISTANT TEACHER BURNHAM SCALE 2

NOR 560

Required for April or September 1983, a teacher to be responsible for music throughout the school.

For forms/details send SAE to the school, Shannon Avenue, Lincoln LN6 7JG. Closing date 22 March 1983. (65328) 133818

Scale 2 Posts and above

JERSEY
STATES OF JERSEY

EDUCATION COMMITTEE

INSTRUMENTAL TEACHING SERVICE

REQUIRED FOR SUMMER TERM 1983 (or as soon as possible thereafter) FULL TIME TEACHER OF VIOLIN SCALE 1/2.

Applications are requested for this post, which is based on a five year contract, from suitably qualified musicians who have experience both as performers and teachers. The successful applicant will join a team of nine specialist instrumental teachers.

Application forms and further information from The Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, Channel Islands. CLOSING DATE:- Friday 25th March, 1983. (54662) 133820

Scale 1 Posts

CROYDON
LONDON BOROUGH OF CROYDON

EDENHAM HIGH Orchard Way, Shirley CR0 7NJ

Tel: 01-776 0220

Tenable: 18th April 1983

Required for the Summer Term 1983, a teacher of Music and English. The vacancy is a temporary one for one term and the work will be equally divided between the two departments and will be largely with years 1 to 3. Edenham is an 11 - 16 mixed Comprehensive 1,200 children and it is hoped that the successful candidate would work hard to maintain the high standards of the school.

Application forms and further details available from the Head Teacher to be returned as soon as possible.

SALARY - Burnham Scale 1 with London Area Allowance. (55029) 133822

DEVON
Please see displayed advertisement on page 59. (55009) 133822

GLOUCESTERSHIRE
BERRY HILL SECONDARY SCHOOL. Coleford. Teacher required for Summer Term (from 19th April) to teach Music. Piano plus wind instrument desirable. Please state second subject other than Music. Specialist room available. Scale 1. One term temporary or permanent appointment. Applications to Headmaster, with c.v. and names, addresses and telephone numbers of two referees. (55002) 133822

NORTH YORKSHIRE
COUNTY COUNCIL ESKDALE SCHOOL. Stainsacre Lane, Whitby. YO22 4HF. 11 - 14 years comprehensive. Required from September 1983 teacher for MUSIC, Scale 1. Candidates should also offer girls' games or Combined Studies (English and topic work) or possibly both. Application forms and further details are available from the Headmaster at the school (s.a.e. please) (54972) 133822

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHER
Primary
Montpellier Junior School
Beaconsfield Road, Peverell, Plymouth (Roll 460)
Head (Group 6)
Required September 1983. Further details and application forms from Area Education Officer, Civic Centre, Plymouth. Closing date 18th March 1983.

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DEPUTY HEADTEACHER
Secondary
Paignton School and Community College
Waterleat Road, Paignton (Roll 1,520)
Deputy Head (Group 12)
Required for September 1983. Concerned with the academic development of all pupils in the school and for the oversight and development of the curriculum. Closing date 18th March, 1983.

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DEPUTY HEADTEACHER
Primary
Hatherleigh County Primary School
Hatherleigh, Okehampton EX20 3JB (Roll 151)
Deputy Head (Group 3)
Required September 1983. An enthusiastic class teacher with wide experience who is capable of undertaking responsibility for some areas of the curriculum. Candidates should state fully their areas of interest. Closing date 18th March 1983.

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SCALE POSTS
Secondary
Estover School (Group 9)
(N.O.R. September 1983 – 630)
Miller Way, Estover, Plymouth PL6 8UN

This school opened in 1981 with a first year intake and will grow to a full 11–18 comprehensive by 1987. Heads of Department are now being sought to build on the development initiated by staff of the original lower school unit. Candidates should be honours graduates with substantial experience of preparing candidates for both 16+ and A level examinations.

Required for September 1983:
Head of Maths Department – Scale 4
(Re-advertisement)
Head of Physics Department – Scale 3
(Re-advertisement)
Further details and application forms from the Head Teacher. Closing date 18 March 1983.

Ashburton School
Balland Lane, Ashburton (Roll 899)
Scale 3 – Head of Remedial Education
Required September 1983. Closing date 18th March 1983.

Great Torrington School
Calvesford Road, Torrington EX38 7DJ (Roll 830)
Scale 1 (Two Posts)
Required April or September 1983 in this 11-16 mixed Comprehensive. Closing date 18th March 1983.
(1) GERMAN WITH FRENCH
(2) MUSIC – Please state second subject.

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SCALE POSTS
Primary
Exeter St. Nicholas (5–12 years) Combined School
Matford Lane, Exeter EX2 4PS (Roll 328)
Scale 1 or 2 – Boys' P.E. and Games

Required September 1983 for a suitably qualified teacher to be responsible for Boys' P.E. and Games, together with the ability to teach general subjects. Overall concern for curriculum continuity is important and candidates should state other curricula interests. Applicants should be practising Catholics and holders of the Catholic Teachers Certificate. Scale 2 post to suitable applicant but an appointment at Scale 1 will be considered. Application forms (SAE please) obtainable from and returnable to
The Reverend K. Collins,
Clerk to Governors,
Sacred Heart Presbytery,
South Street, Exeter.
Closing date
18th March 1983.

DEVON

SECONDARY MUSIC
continued

KENT
COUNTY COUNCIL
GILLINGHAM DIVISION
EDUCATION DEPARTMENT
ROBERT NAPIER SCHOOL
ROLL 890
Applications are invited from well qualified teachers for the post of Scale 1 Music Teacher (suitable for a college student). An ability to assist with Brass (particularly the Horn) and an enthusiastic approach to creative work is essential and subsidiary subjects offered should be stated. Post available for April/September.
Application form and further details available from Mr. M. J. Cannon, Headmaster, Robert Napier School, Third Avenue, Gillingham, Kent. (s.a.e. please). (55145) 133822

NORFOLK
HELLESDON HIGH SCHOOL
Middletons Lane, Norwich
MUSIC TEACHER

Required for September 1983, to join active and enthusiastic department.

Applicants with interests in String/Recorder work would be a particular asset. Examination work available.

Candidates will be asked to teach their second subject for a part of the week.

Letters of application (no forms) to the Headmaster, from whom further details may be obtained. S.A.E. please.

Closing date: 22nd March 1983. (55338) 133822

OXFORDSHIRE
COUNTY COUNCIL
BISHOP KIRK C. OF E. MIDDLE SCHOOL
Middle Way, Summertown, Oxford
Group no. 6 No. on roll 360
Required for September 1983 in this 3 form entry C. of E. Middle School, a Music Teacher (Scale 1 or 2) to co-ordinate Music teaching throughout the school, have charge of two orchestras and choirs, and teach General subjects.
Apply by letter, enclosing S.A.E. to the Headteacher by 18th March 1983 naming two referees. (65560) 133822

WILTSHIRE
DEVIZES SCHOOL
(11 - 18 mixed comprehensive: 1500 on roll)

Headmaster: D.J.W. Williams, M.A.

Required for Summer Term, 1983 a teacher of MUSIC together with some ENGLISH to junior forms. Interest in choral work is particularly desirable. This will be a temporary post for one term.

The school serves an attractive market town and the surrounding country area. It is within easy reach of Bath, Bristol, Salisbury and Oxford. There is an active and developing Music Department.

Further details and forms are available from the Headmaster, Devizes School, The Green, Devizes (please enclose s.a.e.). Completed forms and letters of application should be returned within ten days of the appearance of this advertisement. (54806) 133822

Pastoral

Heads of Department

EALING
LONDON BOROUGH
Education Service
GREENFORD HIGH SCHOOL
Ruislip Road, Greenford, Middlesex UB6 9RX
Senior teacher required as Head of Lower School from September 1983 in this eight form entry mixed, 12 - 18 comprehensive school.
London Weighting £834.
Application forms and further particulars of the post and school are available from the school on receipt of a stamped addressed envelope.
Forms should be returned to the school by 18 March 1983. (54095) 134018

HAMPSHIRE
SOUTH EAST HANTS AREA
OAKLANDS R.C. SCHOOL
Stakes Hill Road, Waterlooville, Portsmouth, Hants
(11 - 18 mixed comprehensive N.O.R. 1000)
Required from September, 1983, Head of Year, Scale 4, well qualified teacher with experience of Pastoral Care and Middle Management. Roman Catholic preferred.
Apply to Headmaster, enclosing s.a.e. for details and application form.
Closing date: 18th March. (55049) 134018

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
RICARDS LODGE HIGH SCHOOL
Lake Road, Wimbledon, London SW19 7HB
Headteacher: Miss. H.D. Whale, M.A.
Tel: 01-946 2208
Age Range: 13 - 19 years
No on Roll: 790 girls of whom 160 are in the 6th Form.
Required for September 1983 in this fully comprehensive school a Scale 4 teacher to be HEAD OF SIXTH YEAR. The person appointed to this major post will be responsible for the continued development of an already well-established sixth form which provides one and two courses at all levels. About 20 - 25 teaching periods, where the subject offered must fit with the anticipated staffing needs of the school. A teacher of MATHEMATICS would be especially useful in an expanding department.
London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. (55106) 134018

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
RICARDS LODGE HIGH SCHOOL
Lake Road, Wimbledon, London SW19 7HB
Headteacher: Miss H.D. Whale, M.A.
Tel: 01-946 2208
Age Range: 13 - 19 years
No. on Roll: 790 girls of whom 160 are in the 6th form.
Required for September 1983, in this well-established comprehensive school, a Scale 4 teacher to be HEAD OF YEAR initially for the FOURTH YEAR. This demanding post, central to the school, combines administrative and personal work. Approximately 25 teaching periods, where the subject(s) offered must fit with the school's anticipated staffing needs. A teacher of MATHEMATICS would be especially useful for an expanding department.
London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. (65476) 134018

ST. HELENS
EDUCATION COMMITTEE
SELWYN JONES HIGH SCHOOL
(11 - 18 years mixed Comprehensive: 1,332 on roll, 96 in sixth form)
Ashton Road, Newton-le-Willows, WA12 0AD

HEAD OF YEAR (SCALE 3)

Required for September, 1983.
Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (55067) 134018

SUFFOLK
WESTBOURNE HIGH SCHOOL
Marlow Road, Ipswich.
(Roll 1600, 11 - 18 Mixed Comp)
CO-ORDINATOR OF PASTORAL WORK, LIAISON AND COMMUNITY AFFAIRS. Senior Teacher Scale.
For further details see our advertisement under Secondary Deputy Headships Senior Masters/Mistresses. (65535) 134018

Scale 1 Posts

NORTH YORKSHIRE
QUEEN ETHELBURGA'S SCHOOL
Woodard Corporation Boarding School for 200 girls 11 - 18
Required for September 1983, due to retirement, a HOUSEMISTRESS for a Boarding House accommodation 50 girls age 11 - 18.
Applications are invited from qualified and experienced Teachers with a real interest in Pastoral Care to take on this stimulating and rewarding post. The Housemistress is assisted by a Matron and Assistant Matron, both fully resident.
Reduced teaching timetable, most subjects considered.
Salary Burnham Scale plus House Mistress allowance.
Apply in writing, with curriculum vitae and the names of two referees, to the Headmaster, Queen Ethelburga's School, Harrogate, North Yorkshire HG3 2SG, from whom further particulars may be obtained. (54076) 134092

Physical Education

Heads of Department

CAMBRIDGESHIRE
HUNTINGDON AREA
HINCHINGBROOKE SCHOOL
Huntingdon, Cambs PE18 6BN
11 - 18 Voluntary Controlled Co-ed: 1800 on roll

DIRECTOR OF SPORT SCALE 4

Required for September, an experienced and versatile teacher to be Head of Boys' P.E., to co-ordinate extra curricula sporting activities and to develop the use of sporting facilities by outside bodies.

Please apply by letter to The Headmaster - enclosing c.v., names of two referees and SAE - for further details. Closing date: 18th March 1983. (55069) 134218

COVENTRY
CITY OF COVENTRY
THE WOODLANDS BOYS' COMPREHENSIVE SCHOOL
Broad Lane CV5 7FF
(1620 on roll)
Required September 1983, HEAD OF PHYSICAL EDUCATION AND GAMES DEPARTMENT, Scale 4. Tel: 0203 462634 for further details.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Head Teacher at the school within 10 days of appearance of advertisement. Enclose S.A.E. if acknowledgement required. Canvassing disqualifies.
An equal opportunity employer. (65444) 134218

HAVERING
LONDON BOROUGH OF HAVERING
FRANCES BARDSLEY SCHOOL
Brentwood Road, Romford, Essex RM1 2RR
Telephone: Hornchurch 47368
Headteacher: Mrs. J.R. Irwin-Hunt M.A.
HEAD OF P.E. SCALE 3.
Required for September 1983 at this all Girls Comprehensive School. Enthusiastic interest in all aspects of physical activity required.

FOREST LODGE SCHOOL
Lodge Lane, Romford RM5 2LD
(Roll 1250 Mixed)
Tel: Romford 46412.
Headteacher: Mrs. P.A. Atherton.
HEAD OF BOYS P.E.
Suitably experienced teacher required for September 1983. School provides wide range of activities and the successful candidate would be expected to liaise closely with the Head of Girls' P.E. and further develop the roll of P.E in the curriculum. Excellent facilities include a swimming pool and extensive playing fields. This is a challenging post and candidates should indicate their interests in a letter of application.
For both posts letters of application and full curriculum vitae naming two referees should be sent direct to the Headteacher at the school. Closing date: Friday 18th March, 1983. (65506) 134218

Scale 2 Posts and above

HAMPSHIRE
THE WAVELL SCHOOL
Lynchford Road, Farnborough GU14 6BH
(Comprehensive mixed 11 - 16)
N.O.R. 800
Required for September 1983 Teacher to be responsible for Girls' P.E. to continue developing a very busy Department.
Scale 3 post.
Closing date 18th March 1983.
Letter of application nominating two professional referees to Head Teacher with a stamped addressed envelope for details. (55080) 134220

ST. HELENS
EDUCATION COMMITTEE
NOTRE DAME R.C. HIGH SCHOOL FOR GIRLS
(11 - 18 years girls' Comprehensive: 870 on roll, 254 in sixth form)
Mill Brow, Eccleston, St. Helens, Merseyside

GIRLS P.E. (SCALE 2)

Required for September 1983, to act as second in the Department. An ability to assist with Mathematics would be an advantage.

Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (55065) 134220

Scale 1 Posts

DORSET
STURMINSTER NEWTON HIGH SCHOOL
Bath Road, Sturminster Newton
(11 - 16 mixed rural comprehensive - 630 pupils)
Required for Summer Term only, Scale 1 Teacher of Girls Physical Education. Fully qualified specialist preferred.
Application forms and further details from the Headmaster. (SAE please). (55377) 134222

EALING
LONDON BOROUGH EDUCATION SERVICE
Required for as soon as possible Supply Teacher of Girls P.E. to cover absence caused by injury, at Reynolds High School, Gunnersbury Lane, Acton, W3 8EQ.
London Weighting payable.
Applications to Chief Education Officer, Hadley House, 79/81 Uxbridge Road, London W5 5SU (S.A.E.). To be returned by 18th March 1983. (55125) 134222

EALING
LONDON BOROUGH EDUCATION SERVICE
DRAYTON MANOR HIGH SCHOOL
Drayton Bridge Road, Hanwell W7 1EU
Required for the Summer Term 1983 on a one term temporary contract a teacher of Boys PE/Games.
London Weighting £834.
Application forms from the Head at the school to be returned to the school by 18 March 1983. (SAE). (55124) 134222

ENFIELD
LONDON BOROUGH OF ENFIELD
ST. ANGELA'S R.C. SCHOOL FOR GIRLS
Oakthorpe Road, London N13 5TY
Voluntary Aided Upper Tier Comprehensive.
Age range 14 - 19. Roll 700
Required for September, 1983, a teacher of PHYSICAL EDUCATION and GAMES (Scale 1). Applicants must also be able to assist with the teaching of some courses for less academic students, such as C.S.E. Integrated Studies or City & Guilds Foundation Course (general studies).
London Allowance £615.
Application forms (foolscap SAE) obtainable from the Head Teacher at the School, to whom they should be returned by 16th March 1983. (55037) 134222

ESSEX
HELENA ROMANES SCHOOL
(Roll 1380)
Parsonage Downs, Great Dunmow
Tel: 0371 2560 3361/2
TEMPORARY TEACHER OF GIRLS' PHYSICAL EDUCATION Scale 1
Required Summer Term only, excellent facilities including Sports Centre. Rural school midway London-Cambridge.
Enquiries immediately to Head.

THE PLUME SCHOOL
(Roll 2100)
Fambridge Road, Maldon
Tel: Maldon 54681
TEACHER OF GIRLS' PHYSICAL EDUCATION
Scale 1
Required September. Second subject required for 40% of timetable.

HASSENBROOK COMPREHENSIVE SCHOOL
(Roll 1131)
Hassenbrook Road, Stanford-le-Hope
Tel: Stanford-le-Hope 671566
BOYS' PHYSICAL EDUCATION
Temporary Scale 1 or 2, London fringe allowance
To cover vacancy for Summer Term 1983. Gymnasium, Sports Hall, Redgra etc. Further details by request.
For the above two posts curriculum vitae and names of two referees to Headteacher concerned (foolscap s.a.e. please). (65518) 134222

ISLE OF MAN
BOARD OF EDUCATION
QUEEN ELIZABETH II HIGH SCHOOL
(Comprehensive Co-Ed 620 on roll)

Required for September, 1983, a teacher for Girls P.E. and general Arts subjects Scale 1.

Application forms and further details may be obtained from the Headmaster, Queen Elizabeth II High School, Peel, Isle of Man to whom completed forms should be returned by 23rd March, 1983. (54146) 134222

ISLE OF MAN
BOARD OF EDUCATION
QUEEN ELIZABETH II HIGH SCHOOL
(Comprehensive Co-Ed 620 on roll)

Required for September, 1983, a teacher for Boys P.E. and Science/Maths Scale 1.

Application forms and further details may be obtained from the Headmaster, Queen Elizabeth II High School, Peel, Isle of Man to whom completed forms should be returned by 23rd March, 1983. (54145) 134222

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HOWDEN CLOUGH HIGH SCHOOL
Windmill Lane, Batley, West Yorkshire WF17 0LD
Ref: 106
Required for either Easter or September 1983, teacher of PHYSICAL EDUCATION SCALE 1 for this 11 - 18 Girls Comprehensive School. An interest and qualifications in Modern Educational Dance would be an advantage. Applications will be considered from final year students.
Application forms and further particulars (s.a.f.e. please) from the Headmaster at the school to whom completed forms should be returned as soon as possible. (55240) 134222

ROTHERHAM
METROPOLITAN COUNCIL
BRAMPTON ELLIS (CHURCH OF ENGLAND) (VOLUNTARY AIDED) COMPREHENSIVE SCHOOL
11 - 16 Mixed. Approx. 415 on roll.

Required for Easter 1983. ASSISTANT TEACHER - SCALE 1 OR 2

Scale 1 or 2 depending upon experience to take responsibility for Boys P.E. The School is due to close in July 1985 but the interests of the successful candidate will be fully protected. Further information available from the Headmaster, Tel: Rotherham 872331.

Closing Date: As soon as possible.

Curriculum Vitae and details of two persons for reference to the Head Teacher at the School, West Melton, Rotherham S63 6BB.
W.B. Mussett, Director of Personnel Resources. (54983) 134222

ST. HELENS
EDUCATION COMMITTEE
SELWYN JONES HIGH SCHOOL
(11 - 18 years mixed Comprehensive, 1,532 on roll, 95 in Sixth Form)
Ashton Road, Newton-le-Willows WA12 0AD

BOYS P.E. (SCALE 1)

Required for September 1983.

Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (55061) 134222

SUFFOLK
SIR JOHN LEMAN HIGH SCHOOL
Ringsfield Road, Beccles, Suffolk NR34 9PG
(13 - 18 mixed comprehensive High School)
1120 on roll
SCALE 1 teacher of Girls P.E. required for September 1983. Interest in Hockey and Olympic Gymnastics particularly welcome.
Application forms and further details available from the Headteacher at the school (s.a.e. please) to whom they should be returned. (65536) 134222

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
MONKWEARMOUTH SCHOOL
(Group 13)
Torver Crescent, Sunderland SR6 8LG
Required as soon as possible:-
TEACHER OF PHYSICAL EDUCATION (Scale 1). It is envisaged that the person appointed will contribute to several aspects of a wide curriculum in physical education. The department enjoys excellent facilities and is involved throughout in the 11 - 18 range.
This vacancy is created as a result of Job Release therefore teachers in full time employment are not eligible to apply.
Application forms obtainable from the headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned to him by 18th March 1983. (55075) 134222

Religious Education

Heads of Department

DERBYSHIRE
HENRY FANSHAWE SCHOOL
Chesterfield Road, Dronfield, Sheffield S18 6XD

Senior Comprehensive (14 to 18) NOR 1200 mixed including 200 in VIth Form

For September Head of R.E. Scale 3.

Applications by letter, with curriculum vitae and details of 2 referees, to the Headmaster.

Derbyshire County Council is an equal opportunity employer. (55366) 134418

LONDON SE10
ST. URSULA'S CONVENT RC GIRLS' COMPREHENSIVE SCHOOL
(Voluntary Aided)
Crooms Hill, Greenwich, SE10 8HN
Tel: 01-858 4613
Roll 575
Required September: Head of R.E. Scale 3. Applicant should be experienced and committed teacher with Theology degree and practising Catholic.
Please apply to the Headmistress enclosing curriculum vitae and the names of two referees and a copy of a recent testimonial. (55254) 134418

NEWHAM
LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, London E6 2PS
Head Teacher: A. Gabert.
Number on roll: 1900
HEAD OF REMEDIAL EDUCATION
Scale 4
Required September 1983. Experienced Head of Remedial Education to run a strong well established department based on a well equipped centre and to act as adviser to other staff on all aspects of this work. Strong theoretical and practical background, particularly with regard to the teaching of reading, essential. Candidates should indicate their views about remedial education in their letter of application. Previous applicants will be considered.
London Allowance: £939.
Aplication forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 18th March 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (54962) 134418

Scale 2 Posts and above

DERBYSHIRE
EDUCATION COMMITTEE
ECKINGTON SCHOOL
Dronfield Road, Eckington, Sheffield, S31 9BR

New 11 - 18 Co-educational Comprehensive School, N.O.R. 1340

For September:- Head of R.E., Scale 2.

Letters of application, with curriculum vitae and details of 2 referees, to the Headmaster. (S.A.E. please.)

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (65464) 134420

DORSET
QUEEN ELIZABETH'S SCHOOL
Wimborne Minster
(1380 students, 13 - 18 comprehensive, 250 in Sixth Form)
Required September, experienced teacher of Religious Education. 'A' 'O' CSE and non-examination work available.
Scale 2 post for responsibility within R.E. Department and extra-curricular (e.g. Duke of Edinburgh Award Scheme or Community Service).
Further details and application form from the Headmaster, on receipt of s.a.e. (65316) 134420

Scale 1 Posts

BROMLEY
LONDON BOROUGH OF BROMLEY
ST. JOHN RIGBY R.C. SCHOOL
Layhams Road, West Wickham, Kent BR4 9HN
This new and expanding school is in need of a teacher of R.E. from 14th April 1983. It would be useful if the applicants could also teach some English, but this is not essential. Applicants who could only commence teaching after Whitsun would also be considered for this important post.
Application forms available from the Headmaster at the School (foolscap s.a.e. please), to whom completed forms should be returned by 17th March 1983. (55109) 134422

NORTHAMPTONSHIRE
ROADE COMPREHENSIVE SCHOOL
Stratford Road, Roade, Northampton NN7 2LP

Required for September 1983, a teacher of RE (Scale 1) willing to share in the teaching of Integrated Studies in the Lower School and Social Studies to examination level. Roade School (950 on roll) is an 11 - 18 co-educational comprehensive school serving a rural catchment area.

Further details and application form available from the Headmaster (SAE please). (65429) 134422

ROTHERHAM
METROPOLITAN COUNCIL
WATH COMPREHENSIVE SCHOOL
11 - 18 Mixed. Approx. 1800 on roll. Approx. 187 in 6th form.
Required for September, 1983.
ASSISTANT TEACHER - SCALE 1
Required for Religious Education across the age and ability range. 'A' level teaching available for a suitably qualified candidate. An interest in World Religions would be an advantage.
Closing Date: 15th March 1983.
Curriculum Vitae and details of two persons for reference to the Head Teacher at the School, Sandygate, Wath-upon-Dearne, Rotherham S63 7NW (Tel: Rotherham 872258).
W.B. Mussett, Director of Personnel Resources. (54979) 134422

WILTSHIRE
ST. JOHN'S SCHOOL
Orchard Road, Marlborough SN8 4AX
11 - 18 Comprehensive (Mixed) N.O.R. 1300. Sixth form 230.
Headmaster: Mr. J.T. Price M.A.
Required for September 1983 - Scale 1 teacher of Religious Education to assist with the teaching of this subject throughout the school. Qualifications and willingness to teach one or more other subjects would be desirable.
Further details and application forms from the Headteacher at the above address. S.A.E. please. CLOSING DATE Tuesday, 15th March 1983. (54111) 134422

Science

Heads of Department

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
PRIORY COMPREHENSIVE SCHOOL
Littleworth Lane, Lundwood, Barnsley
(11 - 16 Mixed Comprehensive School)
No on roll 940
Headteacher: Dr D.A.L. Eyre BA MEd F.R.G.S.
Required for September 1983 HEAD OF SCIENCE (Scale 4). A well qualified, enthusiastic and energetic Physical Scientist is required to head a team of strong, highly motivated Science teachers. Proven organisational and management skills are essential. The ability to further develop microcomputer applications would be especially advantageous. There is excellent work being undertaken in C.S.E. and the department is already linked with the Upper School Technology.
There are well established courses at 'O', 16 + , CSE and City and Guilds Foundation levels.
The post offers an ideal opportunity for a leader with ideas and initiative. The vacancy arises through the present holder's promotion to the Deputy Headship of a large School.
Application Forms, details of the post, department and School can be obtained from the Headteacher (SAE please) for application. Closing date for applications is two weeks after the appearance of this advertisement. (54969) 134518

SECONDARY SCIENCE
continued

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
HOLY FAMILY RC SCHOOL
Required for September 1983, a Head of the Physics Department, Scale 3 in this group 10, 11 - 18 Catholic Comprehensive School. The department holds an important place in the curriculum with successfully developed courses for all ages and abilities including 'O' and 'A' level.
The school has a pleasant suburban setting with easy access to the Dales, Pennines, Leeds and Bradford.
Further details and application forms may be obtained (s.a.e. please) from the Headmaster, Holy Family School, Spring Gardens Lane, Keighley, West Yorkshire BD20 6LH, to whom completed forms should be returned by 18th March 1983.
Reference ET 9283/TE6.
Bradford is an equal opportunities employer and welcomes applications from candidates of any age, sex, race or disability unless otherwise stated. (65389) 134818

ESSEX
HYLANDS SCHOOL
Hatfield Grove, Chelmsford CM1 3IF
Group 11
(Roll 1060 11 - 18 Co-ed Comp)
Tel: Chelmsford 66766
HEAD OF SCIENCE Scale 4.
Required September, enthusiastic and experienced Graduate for well-established and successful department. Six well equipped laboratories, lecture theatre and Rural Studies unit with adequate ancillary staff. Courses are well established to C.S.E. 'O' and 'A' level.
Further details and application form available from Headmaster (foolscap s.a.e. please).

CHELMER VALLEY HIGH SCHOOL
Court Road, Broomfield, Chelmsford CM1 5ER
(Roll 1232, inc. 140 in Sixth Form)
Tel: 0245 440232.
HEAD OF SCIENCE Scale 4.
Required September 1983. Experienced well-qualified and enthusiastic teacher with breadth of vision and managerial ability to fill a key position in a thriving school. Vacancy due to promotion.
Application forms obtainable from and returnable to the Headmaster (foolscap s.a.e. please). (65514) 134818

HARROW
ST. DOMINIC'S SIXTH FORM COLLEGE
Head of Chemistry - Scale 3 (See under Sixth Form Colleges - Heads of Depts). (54996) 134818

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Medway Division
RAINHAM SCHOOL FOR GIRLS
Group 11: School Roll - 1350 + Sixth Form of 180
HEAD OF DEPARTMENT SCIENCE SCALE 4
Required for September, A well qualified, experienced, enthusiastic teacher is sought with a particular interest in Physics to lead a team of 6 staff and 2 technicians, and to organise the work in 7 well-equipped laboratories.
Science is a compulsory subject throughout the school. Physics, Biology, Chemistry and Combined Science are taught, and examinations are taken up to 'O' and 'A' and C.S.E. levels.
Modern school buildings are situated on an attractive site.
Application Form and further details available from the Headmistress, Mrs. D. E. Snape, Rainham School for Girls, Derwent Way, Rainham, Kent. (s.a.e. please) Closing date for applications 8th March, 1983. (55136) 134818

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER
THE HUNDRED OF HOO SCHOOL
Main Road, Hoo, Rochester, Kent
Co-educational 1200 pupils
Applications are invited from well qualified and experienced teachers for the post of Head of BIOLOGY Department at this Upper Comprehensive School. Excellent facilities in a thriving Department. Traditional standards of work and behaviour are expected from all pupils and a teacher is sought who will actively support the formal ethos of the School.
Letters of application, curriculum vitae and names and addresses of two referees to be forwarded to the Headmaster with s.a.e. for acknowledgement. (55166) 134818

SHROPSHIRE
EDUCATION COMMITTEE
LUDLOW C.E. CONTROLLED SCHOOL
Burway, Ludlow, Shropshire
HEAD OF PHYSICS (Scale 3)
Proven enthusiast of ability required to continue the development of this department.
Further details from Mr. D.R. Bywater, BA., Head Master, (sae). (54553) 134818

WEST SUSSEX
STEYNING GRAMMAR SCHOOL
Steyning
Co-educational, Voluntary Controlled, C.E.
11 - 18, Comprehensive, Day and Boarding
Roll 2220 (including 109 boy boarders and 360 in Sixth Form)
HEAD OF PHYSICS (Scale 3) required September, 1983. This is a strong department with many examination courses including 'A' Level and Oxbridge preparation and Electronics. The successful applicant would in addition be expected to play a part in the organisation of the whole Science Department which is run on team lines.
Further particulars and application form from Headmaster (s.a.e.). (54824) 134818

WILTSHIRE
SOUTH WILTS GRAMMAR SCHOOL FOR GIRLS
Salisbury

770 pupils - Sixth Form 200

Required for September 1983, following a retirement, HEAD OF BIOLOGY DEPARTMENT Scale 3. Candidates should be good honours graduates with P.G.C.E. and at least eight years sound experience, capable of teaching to Advanced level and Oxbridge entrance standard and directing the work of a very successful department.

Further details (s.a.e. please) from the Headmistress to whom letters of application giving full details of qualifications, experience and interests together with names of two academic referees, should be sent as soon as possible. (54248) 134818

Scale 2 Posts and above

BARNET
LONDON BOROUGH
ST JAMES' CATHOLIC HIGH SCHOOL
Orange Hill Road, Burnt Oak, Edgware, Middx
01-959 3410
V.A. Mixed Comprehensive. Roll 1062. Sixth Form 142.
Required September 1983, graduate to teach CHEMISTRY to CSE, 'O' and 'A' Level and some combined or Integrated Science in Years 1 to 3. Scale 2 available but first appointment applicants may also apply.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (55019) 134820

BUCKINGHAMSHIRE
COUNTY COUNCIL
THE RADCLIFFE SCHOOL
Aylesbury Street West, Wolverton MK12 5BT
Head Teacher: Mr. D. J. Gilling, M.A., L.es.L.
Roll: 1660
SECOND i/c CHEMISTRY
Scale 2
Required in September 1983 a well-qualified, experienced and enthusiastic teacher to be second i/c in Chemistry.
Apply by letter to the Headmaster, giving names and addresses of two referees and full c.v.
For further details send s.a.e.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area. (54994) 134820

CAMBRIDGESHIRE
BOTTISHAM VILLAGE COLLEGE
Required for September Teacher (Scale 2) to take responsibility for PHYSICS teaching within the Science Department; excellent facilities, interest in technology/electronics an advantage. Bottisham Village College is a sixth-form entry mixed comprehensive school seven miles from Cambridge.
Further details and application form from: The Warden, The Village College, Bottisham, Cambridge CB5 9DL (SAE please). (55234) 134820

CROYDON
LONDON BOROUGH OF CROYDON
PURLEY GIRLS' HIGH
Stoneyfield Road, Old Coulsdon, Surrey CR3 2YG

Tel: Downland (71) 51101/2

Tenable: 1 April 1983

Required for the Summer term, a well qualified teacher for Chemistry in this 14 - 18 Girls' Comprehensive. Ability to teach C.S.E., 'O' level and probably 'A' level courses is essential. Applications welcomed from those seeking part-time work.

Application forms and further details available from the Head Teacher to be returned as soon as possible.

SALARY - Burnham Scale 2

With London Area Allowance. (55030) 134820

ESSEX
WEST HATCH HIGH SCHOOL
High Road, Chigwell.
(Roll 1180)
Tel: 01-504 8216.
TEACHER OF CHEMISTRY Scale 3. London Fringe allowance.
Required September 1983, enthusiastic and experienced Graduate to teach to 'A', 'O' and C.S.E. and lead specialist team within the Science Department. Three well equipped laboratories.
Apply by letter to Headmaster (foolscap s.a.e. please). (65513) 134820

HAVERING
LONDON BOROUGH OF HAVERING
ROYAL LIBERTY SCHOOL
Upper Brentwood Road, Gidea Park, Romford, Essex
(Roll 654 Boys)
Tel: Romford 40544
Headteacher: Mr. J.P. Coles, M.A.
SCALE 1 PHYSICS
Temporary in first instance but may lead to a permanent post. Required for April 1983 if possible, teaching to CSE, 'O' and 'A' level.
Apply by letter to the Headteacher enclosing curriculum vitae and the names of two referees. Closing date: Friday 18th March, 1983. (65524) 134820

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
ROBERT NAPIER SCHOOL
Roll 890
Required for September 1983/January, 1984 a well qualified graduate teacher to join a well established Science Department which provides Nuffield Combined Science for years 1 and 2, there is a wide range of other courses (Physics, Chemistry and Biology) leading to C.S.E. and 'O' level examinations. This post is offered on Scale 2.
Further details and application form available from Mr. M. J. Cannon, Headmaster, Robert Napier School, Third Avenue, Gillingham, Kent (s.a.e. please). (55144) 134820

LANCASTER
LANCASTER ROYAL GRAMMAR SCHOOL
(Voluntary Aided 875 boys including 190 boarders and Sixth Form of 250)
Required for September 1983, well qualified GRADUATE to teach CHEMISTRY throughout the school to Oxbridge scholarship level. There is a modern Chemistry Building and Nuffield teaching is followed to 'O' Level. Ability to assist with games and/or C.C.F. and added recommendation.
Apply by letter, giving full curriculum vitae and the names of two referees to the Headmaster, Royal Grammar School, Lancaster. (55359) 134820

LANCASTER
LANCASTER ROYAL GRAMMAR SCHOOL
(Voluntary Aided 875 boys including 190 boarders and Sixth form of 250)
Required for September 1983, well-qualified GRADUATE to teach BIOLOGY throughout the school to Oxbridge scholarship level. Four in Department, with new Laboratory planned. Nuffield teaching to 'O' Level. Ability to assist with games and/or C.C.F. an added recommendation.
Apply by letter, giving full curriculum vitae and the names of two referees to the Headmaster, Royal Grammar School, Lancaster. (55360) 134820

LONDON
(ESSEX)
CHIGWELL SCHOOL
See 'Independent Education' (54642) 134820

SUFFOLK
DEBEN HIGH SCHOOL
Garrison Lane, Felixstowe IP11 7RF
(11 - 18 Mixed Comprehensive, roll 935)
Required for September 1983, a teacher to be in charge of BIOLOGY (Scale 3) within the Science Department. Closing date a fortnight after the appearance of this advertisement.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (65538) 134820

Scale 1 Posts

BARNET
LONDON BOROUGH
HENDON SCHOOL
Golders Rise, Hendon NW4
Tel: 01-202 9004
Mixed Comprehensive. Roll 1030. Sixth Form 145
Required April/September 1983, teacher of SCIENCE to participate in the integrated science course operarative in years 1 - 5 in addition to some teaching of an individual science. Scale 1.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (55021) 134822

BERKSHIRE
LITTLE HEATH SCHOOL
Little Heath Road, Tilehurst, Reading.
N.O.R. 1300
Required September 1983 in this mixed 11 - 18 comprehensive school in western Reading, TEACHER OF BIOLOGY (Scale 1). The successful candidate will also be required to teach Integrated Science up to O level and CSE standard. The SCISP project is used in the Upper School. 6th form teaching available.
Applications from new entrants to the profession will be seriously considered.
Apply by letter as soon as possible to Headmaster, including c.v., and the names and addresses of 2 referees (enclose sae for acknowledgment and details). Closing date 16 March 1983.
Berkshire County Council is an equal opportunity employer. (54102) 134822

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
HANSON UPPER SCHOOL
Required for September, or earlier if possible, a permanent Scale 1 teacher to assist in the teaching of non specialist Science in this mixed comprehensive school of 1250 pupils. Some specialist Science is available. The school is housed in modern buildings in pleasant surroundings. The excellent science facilities include eleven laboratories and three preparation rooms. Some exciting work in Science for the low achiever is currently in hand. An enthusiastic teacher who is interested in these developments is sought.
Application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP, and should be returned to the Headmaster, Hanson Upper School, Sutton Avenue, Swain House Road, Bradford BD2 1JP by 18th March 1983.
Reference ET 9083/TE6.
Bradford is an equal opportunities employer and welcomes applications from candidates of any age, sex, race or disability, unless otherwise stated. (65386) 134822

BURY
METROPOLITAN BOROUGH OF BURY
TEACHER (Scale 1) for Physics.
Graduate preferred to 'O' level and C.S.E. Required at Unsworth High School, Parr Lane, Bury BL9 8LP. N.O.R. mixed. Required for 11th April, 1983 initially one term only.
Application forms and further details obtainable from and returnable to the Head Teacher at the School within 10 days of the appearance of this advertisement, enclosing stamped addressed envelope please. (54686) 134822

CHESHIRE
LORETO CONVENT GRAMMAR SCHOOL
Altrincham, Cheshire.
Graduate required for September 1983 to teach Physics throughout the school to A Level.
Please send full c.v. with names of 3 referees, to the Headmistress enclosing s.a.e.). Closing date, 18th March. (65504) 134822

ENFIELD
LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Haselbury Road, London N9 9TN
Voluntary Aided Grammar School
(1250 boys and girls: 300 in Sixth Form)
Required for September 1983, MASTER/MISTRESS (Scale 1) to teach a mixture of PHYSICS, COMPUTER STUDIES and some MATHEMATICS. This could involve all stages to University entrance. London Allowance £615. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Letters of application (no forms) should be sent to the Headmaster of the School, giving the names of two referees and stating qualifications, including subsidiary teaching subjects experience and special interests relevant to any aspect of school life. (55014) 134822

ESSEX
STANWAY SCHOOL
Winstree Road, Stanway, Colchester CO3 5QA
(Roll 1300)
Tel: 575488, 71494.
TEACHER OF PHYSICS Scale 1.
Required September. Opportunity for young and enthusiastic Teacher to gain valuable experience in well-established department.
Application forms and further details from Headteacher (foolscap s.a.e. please).

BEAUCHAMPS SCHOOL
Beauchamps Drive, Wickford.
Tel: Wickford 5466.
PHYSICS Scale 1, + fringe allowance £231.
Required April 1983 for Summer Term only, to teach Physics to 'O' level.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (65516) 134822

HAMPSHIRE
THE WAVELL SCHOOL
Lynchford Road, Farnborough, Hampshire GU14 6BH
Comprehensive Mixed 11 - 16
N.O.R. 790
Required for September 1983, Science Teacher for Biology and General Science. Both subjects are taught to 'O'/C.S.E. Level. Scale 1. Closing date 14th March 1983
Letter of application nominating two referees to Head Teacher with s.a.e. for details. (65321) 134822

HAMPSHIRE
YATELEY SCHOOL
School Lane, Yateley, Hampshire
Comprehensive Mixed 11 - 18
N.O.R. 1850
Required for September 1983, Graduate teacher to teach Physics and Physical Science in a large Department. Scale 1 post. Closing date 14th March 1983
Letter of application nominating two professional referees to Head Teacher with s.a.e. for details. (65322) 134822

HAMPSHIRE
BRIGHTON HILL SCHOOL
Brighton Way, Basingstoke RG22 4DH
11 - 16 Mixed Comprehensive
N.O.R. 1000
Required September 1983
Scale 1
Teacher of Physics & Combined Science.
Apply by letter to Headmaster. (55083) 134822

HARROW
EDUCATION COMMITTEE
Hatch End High School
Headstone Lane, Harrow, Middx HA3 6NR
428 4330 428 2251
Required for the Summer Term 1983 a qualified enthusiastic teacher of Biology to 'O' Level and Combined Science in the first two years. The ability to teach Physics to C.S.E. Level would be an advantage.
The school is a 12 - 16 comprehensive with the full range of ability; it is set in a pleasant residential suburb of N.W. London.
The Post is tenable for one term only and arises out of the secondment of the Head of Science.
Please apply to the Headmaster by letter as soon as possible, giving full Curriculum Vitae.
Application forms from and to be returned to Headmaster, as soon as possible. Please enclose stamped addressed envelope.
Harrow is an equal opportunities employer. (54097) 134822

HERTFORDSHIRE
WATFORD BOYS GRAMMAR SCHOOL
Rickmansworth Road, Watford
Required September, well qualified graduate to teach Physics throughout the school and to Open Scholarship level. Excellent facilities and outstanding opportunities especially for candidates with an interest in computing. Scale 1 + London fringe allowance £231. Possibility of accommodation.
Apply to Headmaster giving full details of qualifications and interests, together with the names of two referees. (54999) 134822

coventry
Temporary Scale 1 full time
Assistant Teachers of Biology with General Science

Required from 18 April 1983 to cover maternity leave at:
1) BINLEY PARK MIXED COMPREHENSIVE SCHOOL
Brandon Road, CV3 2AT (1470 on roll)
Examination work up to first-year 'A' level.
2) ERNESFORD GRANGE SCHOOL AND COMMUNITY COLLEGE
Princethorpe Way, CV3 2QD. (Social Priority School, 1260 on roll.)
Part-time appointment considered; facilities available for care of young children.
3) FOXFORD MIXED COMPREHENSIVE SCHOOL
Grange Road, CV6 6DB. (Social Priority School, 1430 on roll.)
Canvassing disqualifies.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Head Teacher of the school concerned within 10 days of appearance of advertisement. Enclose SAE if acknowledgement required.

Lancashire County Council

Unless otherwise stated the following are required for 1st September, 1983.
Closing date: 17th March, 1983.

Secondary Schools
Forms/further details from/to Headteacher at the school. SAE please.

SKELMERSDALE COLLEGE,
Northway, Skelmersdale. (600 + on Roll)
As soon as possible
SCALE 4 – SENIOR TUTOR

THORNTON CLEVELEYS MILLFIELD COUNTY HIGH,
Belvedere Road, Thornton Cleveleys, Blackpool. (1099 on Roll)
SCALE 3 – HEAD OF MODERN LANGUAGES

BOWLAND COUNTY SECONDARY,
"Riversmead", Grindleton, Clitheroe. (330 on Roll)
1st May, 1983 or as soon as possible.
SCALE 3 – HEAD OF SCIENCE

Re-advertisement
BURNLEY TOWNELEY HIGH,
Towneley Holmes, Burnley. (1143 on Roll; Co-ed 11–16)
1st May, 1983 or as soon as possible thereafter.
SCALE 3 – HEAD OF PHYSICAL EDUCATION

BACUP FEARNS COUNTY SECONDARY,
Fearns Moss, Stacksteads, Bacup. (1350 on Roll)
1st May or 1st September, 1983.
SCALE 2 – GEOMETRICAL ENGINEERING DRAWING TO CSE AND 'O' LEVEL

Re-advertisement
LYTHAM ST. BEDE'S R.C. HIGH,
Talbot Road, Lytham. (653 on Roll)
TWO POSTS:
1. SCALE 1 – PHYSICAL SCIENCE – MATHEMATICS ADVANTAGE
2. SCALE 1 – RELIGIOUS EDUCATION – CATHOLIC TEACHERS CERTIFICATE PREFERRED.

WALTON-LE-DALE LOSTOCK HALL COUNTY HIGH,
Todd Lane North, Lostock Hall, Preston. (841 on Roll)
SCALE 1 – MATHEMATICS

SKELMERSDALE WEST BANK HIGH,
Yewdale, Southway, Skelmersdale. (979 on Roll; mixed)
SCALE 1 – MUSIC AND DRAMA

CHORLEY SOUTHLANDS HIGH,
Clover Road, Chorley. (1030 on Roll; mixed 11–16)
SCALE 1 – HUMANITIES. TO OFFER ANY TWO SUBJECTS FROM HISTORY, GEOGRAPHY, ECONOMICS, SOCIOLOGY.

CHORLEY ST. MICHAEL'S C.E. HIGH (AIDED)
Astley Road, Chorley. (960 on Roll; 11–16 mixed)
SCALE 1 – SCIENCE (OPPORTUNITY TO TEACH INTEGRATED SCIENCE TO DOUBLE "O" LEVEL).

Re-advertisement
PADIHAM GAWTHORPE HIGH,
Burnley Road, Padiham, Burnley. (750 on Roll; co-ed 11–16)
1st May, 1983 or as soon as possible thereafter.
SCALE 1 – MATHEMATICS – INTEREST IN COMPUTER EDUCATION ADVANTAGE.

Lancashire County Council is an Equal Opportunities employer.

SECONDARY SCIENCE
continued

HERTFORDSHIRE
WATFORD BOYS GRAMMAR SCHOOL
Rickmansworth Road, Watford
Required September, well qualified graduate to teach Chemistry throughout the school and to Open Scholarship Level. Excellent facilities and outstanding opportunities. Scale 1 + London fringe allowance £231. Possibility of accommodation.
Apply to Headmaster giving full details of qualifications and interests together with the names of two referees. (54996) 134822

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
WOLFRETON SCHOOL
South Ella Way, Kirkella, Hull HU10 7LU
(Co-educational comprehensive, 11 - 18 years, N.O.R. 2174, 300 in Sixth Form. Pleasantly situated west of Hull).
PHYSICS - SCALE 1
Required for September, 1983, a teacher of Physics across the age and ability range. The school has a fine scientific record.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 14th March, 1983. (65401) 134822

KENT
COUNTY COUNCIL
GILLINGHAM DIVISION
Education Department
ROBERT NAPIER SCHOOL
Roll 890
Required for September, 1983 a well qualified graduate teacher to join a well established Science Department which provides Nuffield Combined Science for years 1 and 2. There is a wide range of other courses (Physics, Chemistry and Biology) leading to C.S.E. and 'O' level examinations. This post is offered on Scale 1 and would be suitable for a college student.
Further details and application form available from Mr. M. J. Cannon, Headmaster, Robert Napier School, Third Avenue, Gillingham, Kent. (s.a.e. please). (55141) 134822

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HOWDEN CLOUGH HIGH SCHOOL
Windmill Lane, Batley, West Yorkshire WF17 0LD
Ref: 107
Required for September 1983, teacher of SCIENCE SCALE 1 for this 11 - 18 Girls Comprehensive School. Specialist qualifications in Physics would be an advantage.

WHITCLIFFE MOUNT SCHOOL
Turnsteads Avenue, Cleckheaton. West Yorkshire BD19 3AQ
Ref: 108
13 - 18 (1350 + 240 Sixth Form) co-education.
Required from April 18 or September 1983 (or temporarily for a term from April) a graduate teacher of BIOLOGICAL SCIENCES, Scale 1, able to teach throughout the age and ability range, preferably to 'A' level, to work in a large Science Department, which includes Rural Science.
Letters of application with names of two referees to the Headmaster, from whom further particulars of the post can be obtained (s.a.e.) to reach him not later than 18 March. (55239) 134822

LINCOLNSHIRE
BANOVALLUM SECONDARY SCHOOL
Boston Road, Horncastle LN9 6DA
Group 9 Roll 600
ASSISTANT TEACHER
Required for September or earlier if possible, to teach integrated science in the lower school and general science to CSE level with the 4th and 5th forms. Candidates qualified in the Physical Sciences are particularly welcome and there would be a possibility of developing some specialised physics or chemistry teaching to O level pupils. An interest in electronics would be helpful.
Applications from those seeking first appointments will be seriously considered. Scale 1.
Apply by letter to Headmaster with C.V. and names and addresses of two referees by 18th March 1983. (55265) 134822

LINCOLNSHIRE
TATTERSHALL GARTREE SECONDARY SCHOOL
Butts Lane, Tattershall LN4 4PN
Group 8 Roll 450
Required for September or earlier if possible, teacher for Biology to CSE level. Ability to help with Girls' Games and/or Duke of Edinburgh Award activities would be an added recommendation.
S.a.e. to Head for forms. Closing date 18th March 1983. (55261) 134822

NORTHAMPTONSHIRE
THOMAS BECKET RC UPPER SCHOOL
Kettering Road North, Northampton NN3 6JF
Required for September 1983 an enthusiastic teacher of Physics and Chemistry (Scale 1) to teach the specialism to all levels including S level, and be involved with the subsidiary subject by arrangement. Science is a core subject in the school, and there are ample opportunities for development. Linking with Computer assisted learning and schemes to extend pupils' horizons in Science are particularly to be encouraged.
Thomas Becket Upper School is a coeducational comprehensive school of 854 pupils, with a Sixth Form of 160.
Application forms and details of the post are available from the Headmaster's Secretary at the school. (SAE please). Completed forms are to be returned within fourteen days. (65416) 134822

NORTHAMPTONSHIRE
NORTHAMPTON LINGS SCHOOL
Billing Brook Road, Lings, Northampton NN3 4NH
Required for September, a teacher of Integrated Science/Chemistry (Scale 2) to join the Science Faculty of this growing 13 - 18 coeducational comprehensive school. The teaching programme emphasises the importance of Integrated Science and the separate sciences are taught up to 'A' Level.
Further details and application forms are available from the Headmaster (SAE please). (65421) 134822

NORTHAMPTONSHIRE
WELLINGBOROUGH WRENN SCHOOL
London Road, Wellingborough, Northants NN8 2DQ
Required for the Summer Term 1983, temporary teacher (Scale 1) of INTEGRATED SCIENCE at this co-educational comprehensive school of 1150 pupils (200 in the 6th Form). The ability to teach Middle School Physics would be an advantage and some Advanced Physics teaching can be offered if the person appointed is a specialist Physicist.
Apply by letter to the Headmistress as soon as possible, giving curriculum vitae and the names of two referees. (65425) 134822

NORTHAMPTONSHIRE
DAVENTRY GRANGE COMPREHENSIVE SCHOOL
Badby Road, Daventry, Northants NN11 4HJ
Required for September 1983, a graduate teacher of Physics or Chemistry, Scale 1, to complement a growing department in an 11 - 18 Co-educational comprehensive school.
Integrated science is taught in years 1 - 3 and to the majority of pupils in years 4 and 5. Some separate science is also taught in years 4 and 5 with newly established A level course in the sixth form.
Further details and application form available from the Headmaster (SAE please). (65433) 134822

SOMERSET
FROME COLLEGE
Frome
(13 - 18 mixed comprehensive, 1550 and F.E. College, spread over two sites)
For September 1983: Teacher of BIOLOGY and GENERAL SCIENCE, Scale 1. A level work available for suitable applicant.
Letters of application to the Principal at the College, enclosing s.a.e. for job description and application form. Closing date: 14th March 1983. (55325) 134822

ST. HELENS
EDUCATION COMMITTEE
SUTTON HIGH SCHOOL
(11 - 18 years mixed Comprehensive: 1,290 on roll, 45 in sixth form).
Elton Head Road, St. Helens, Merseyside.
PHYSICS (SCALE 1)
Required for September 1983, to join a large department in this growing school. 'A' level work is available for a suitable candidate.
Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (55062) 134822

ST. HELENS
EDUCATION COMMITTEE
COWLEY HIGH SCHOOL
(11 - 18 years mixed comprehensive) 1412 on roll, 253 in sixth form)
Hard Lane, St. Helens WA10 6LB
PHYSICS (SCALE 1)
Required for April 1983, to join a large well established department. 'A' Level work is available for a suitable candidate.
Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (55063) 134822

SUNDERLAND
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
HOUGHTON SCHOOL
(Group 11)
Hetton Road, Houghton-le-Spring, Tyne And Wear DH5 8NA
Required for Easter, 1983:- TEACHER OF BIOLOGY (Scale 1) on a temporary basis for three terms. Applicants should have the ability to teach Biology to G.C.E. Ordinary Level.
Application forms obtainable from the headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned to him by 18th March, 1983. (55076) 134822

SURREY
RYDENS SCHOOL
Hersham Road, Walton-on-Thames
12 - 18 Comprehensive
1200 on roll. 170 in the Sixth
Required for September, 1983, a teacher of Physics to join a very successful department, housed in a purpose-built Science Block with excellent laboratory assistance.
Application Forms and further details from the Headmaster. S.A.E. please. (55351) 134822

WEST SUSSEX
TEMPORARY TEACHER
BOGNOR REGIS SCHOOL
Westloats Lane, Bognor Regis PO21 5LH
(Group 13 Mixed Comprehensive)
Required for the Summer term 1983 for Nuffield Combined Science to first and second year pupils (11 - 13 years) Scale 1.
Apply to Headmaster at school giving names and addresses of two referees. (55269) 134822

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
ST PETER'S COLLEGIATE SCHOOL
(Aided C of E Comprehensive School)
Scale 1 Biology graduate required in September to teach up to A level. Appointment is for one year whilst a member of staff is on secondment. Further particulars may be obtained from the school (Tel: Wolverhampton (0902) 756444).
Application forms are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. (54978) 134822

Speech and Drama

Heads of Department

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
HORNSEA SCHOOL
Eastgate, Hornsea, North Humberside HU18 1DW
(Mixed, fully comprehensive, 11 - 18 years, N.O.R. 1100.
Pleasantly situated on the East Coast.
HEAD OF FACULTY OF MOVEMENT AND PERFORMING ARTS - SCALE 4
Required for September, 1983. The Faculty combines the work of teachers of Drama, Physical Education and Music. Applicants should be well-qualified and experienced teachers in at least one of these disciplines; clearly the ability to offer more than one will be an advantage. The person appointed will need the qualities of leadership appropriate to guide the work of a team of specialist teachers.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 14th March, 1983. (54338) 135218

Scale 1 Posts

NEWHAM
LONDON BOROUGH OF NEWHAM
ROKEBY SCHOOL
Pitchford Street, London E15 4RZ.
Head Teacher: Mr. J. Dougan
Number on roll: 685 Boys
Temporary Teacher of Drama (1 Term) Scale 1. Required April 1983 To teach Drama throughout the school. London Allowance £959 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 18th March 1983. Director of Education, Education Offices, Broadway, Stratford, London E15 4BH. (54961) 135299

Technical Studies

Heads of Department

BERKSHIRE
LITTLE HEATH SCHOOL
Little Heath Road, Tilehurst, Reading, Berks
N.O.R. 1300
Required September 1983 in this mixed 11 - 18 comprehensive school in pleasant suburbs of Reading, HEAD OF CRAFT, DESIGN & TECHNOLOGY (Scale 3) to lead a team of teachers working in this increasingly important area of the curriculum. Technical subjects are taught throughout the school and are studied at CSE, O and A examination levels.
Letters of application, including c.v. and names and addresses of 2 referees, to Headmaster (sae for further details and acknowledgment). Closing date 21 March 1983.
This is a re-advertisement. Previous applicants need not re-apply. Berkshire County Council is an equal opportunity employer. (54104) 135418

SUFFOLK
DEBENHAM V.C. HIGH SCHOOL
Gracechurch Street, Debenham, Stowmarket
(11 - 16 Comprehensive; roll 201)
Required for September, HEAD OF DESIGN (Scale 3) to co-ordinate work in Art, Fashion and Fabric and Craft Design and Technology, and to lead the contribution in one of these areas. Preference will be given to applicants who can offer a teaching timetable in CDT.
Application forms and further details available from the Headteacher at the school (s.a.e. please) to whom they should be returned by 18th March 1983. (65521) 135418

WEST SUSSEX
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley, Sussex
HEAD of CRAFT, DESIGN and TECHNOLOGY - SCALE 3 for September. Courses in Wood, Metal, Engineering and Drawing Skill areas, well established to C.S.E. and O Level and C.E.E. up to and including one year 6th, with occasional 'A' Level work. Full Craft Design Technology courses stated in September, 1983.
Form and details from Headteacher on receipt of foolscap s.a.e. Closing date for return 24th March, 1983. (54113) 135418

Scale 2 Posts and above

SUFFOLK
SAMUEL WARD UPPER SCHOOL
Chalkstone Way, Haverhill
(Mixed comprehensive 13 - 18; 830 on roll, 110 in 6th Form)
Required for September 1983 - Scale 2 teacher of Graphical Communication and/or Craft Design Technology within Faculty of Design in this new purpose-built upper school.
Innovatory department: 6th Form teaching available.
School twinned with Pye/Telecom.
Haverhill is an expanding town situated in attractive countryside within easy reach of Cambridge. The local housing authority is prepared to give sympathetic consideration to the provision of housing for teachers.
Closing date: 16th March 1983.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (65520) 135420

Scale 1 Posts

EAST SUSSEX
BEXHILL HIGH SCHOOL
Down Road, Bexhill-on-Sea TN39 4HT
(Mixed Comprehensive 11 - 16 1535 on roll)
Required April 1983, Teacher of Technical Drawing, Scale 1. Temporary appointment for Summer Term only.
Applications and further details from Headmaster (s.a.e. please)) Closing date 18th March. (65557) 135422

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
MATTHEW HUMBERSTONE SCHOOL
Chatsworth Place, Cleethorpes
Required for the Summer Term, 1983:-
TEMPORARY TEACHER OF METALWORK in Years 4 and 5 to C.S.E. level. An ability to teach Elements of Engineering Design to both 'O' and 'A' levels will be very welcome.
Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within 10 days of this advertisement. (54825) 135422

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
MALET LAMBERT HIGH SCHOOL
James Reckitt Avenue, Hull
Head: Mr. J. Andrews
Required for the Summer Term, 1983 a temporary teacher of TECHNICAL STUDIES with emphasis on Woodwork and Building in this 13 - 18 co-educational comprehensive school.
Application forms available from the Head should be returned by 18th March, 1983. (65556) 135422

HARINGEY
Progress with Humanity
HIGHGATE WOOD SCHOOL
Montenotte Road, London N8 8RN
Telephone: 01 340 1771
Head Teacher: J. M. Smith M.A.
Required for September 1983: Recently qualified, enthusiastic Teacher to join the Craft, Design and Technology Department, which forms part of the Creative Studies Faculty. An interest in inter-disciplinary work is looked for and a readiness to contribute to the development of the Faculty.
Please contact the School as soon as possible for additional information and forms of application.
Closing date 18 March, 1983.

WHITE HART LANE SCHOOL
White Hart Lane, Wood Green N22 5QJ
CRAFT, DESIGN & TECHNOLOGY TEACHER, SCALE 1.
Required for September, 1983 a Scale 1 teacher to work in the department. A specialism in either woodwork or metalwork is acceptable and as far as possible the teacher's speciality will be accommodated.
A keen and enthusiastic applicant is sought for a large department which is being expanded as the result of a merger of Tottenham and Wood Green Schools. There are six purpose built workshops, two drawing offices and a motor maintenance garage, and there are projections for the rationalisation of this accommodation into a self-contained craft and design block in the near future.
Further details and application forms can be obtained from Mr. L. G. Warne, Head Designate, c/o: Creighton Comprehensive School, Creighton Avenue, Muswell Hill N10 1NS. Closing date 21 March, 1983.
London Allowance (£834) payable for above posts.
Removal Expenses 100% allowed in approved cases for above posts.

TOTTENHAM SCHOOL
Selby Road, London N17 8JN
Telephone: 01 808 4506
Mixed Comprehensive School of 700 for the age-range 12 to 18.
Temporary appointment for one term beginning April.
Teacher of CRAFT, DESIGN and TECHNOLOGY required for the Summer Term 1983. A Scale 2 appointment is available for a suitably qualified candidate.
Social Priority Allowance £201/£276.
London Allowance (£834) payable.
Applications as soon as possible by letter to the Headmaster, giving curriculum vitae and subjects offered, and stating the names and addresses of two professional referees.
Haringey is an equal opportunity employer. (65448) 135422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
ROBERT NAPIER SCHOOL
Roll 890
Applications are invited for the post of Assistant Teacher of Technical Studies, including Wood and Metal. Scale 1. This post would suit a college student.
Application form and further details from Mr. M. J. Cannon, Headmaster, Robert Napier School, third Avenue, Gillingham, Kent (s.a.e. please). (55140) 135422

NORTH YORKSHIRE
COUNTY COUNCIL
BOROUGHBRIDGE HIGH SCHOOL
Wetherby Road, Boroughbridge YO5 9JX.
Required for September 1983, teacher of CRAFT, DESIGN & TECHNOLOGY, Scale 1. The successful candidate will demonstrate a commitment to the design/problem-solving approach; a competence in the use of a variety of materials will, therefore, be sought. Some experience of graphic communication and technology courses would be an advantage.
The school opened in 1983 with 11+ pupils only, and is building up in numbers year by year.
Letters of application to the Headteacher at the school, enclosing full curriculum vitae and the names and addresses of two referees. (54076) 135422

NORTHAMPTONSHIRE
NORTHAMPTON LINGS SCHOOL
Billing Brook Road, Lings, Northampton NN3 4NH
Required for September, a Craft Teacher (Scale 1) to work within the Art & Craft Faculty of this growing 13 - 18 co-educational comprehensive school. A combination of skills involving one or more of metalcraft, woodwork, or technical graphics combined with an interest in technology is sought.
Further details and application forms are available from the Headmaster. (SAE please). (65423) 135422

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
GWERNYFED HIGH SCHOOL
Three Cocks, Brecon, Powys
(Mixed Comprehensive 11 - 18 - n.o.r. 510)
Required for September, 1983, a well-qualified teacher for Craft, Design and Technology. Scale 1. (Ref: 619).
Application forms and further details obtainable from the Headmaster (s.a.e. please), to whom completed forms should be returned by 16th March, 1983. (55087) 135422

WILTSHIRE
ST. JOSEPH'S RC SM
Salisbury
(300 mixed)
For April 1983, Teacher to be solely responsible for Woodwork & Technical Drawing throughout the school. Modern buildings in pleasant surroundings. Well-equipped craft room. Scale 1 (Scale 2 for suitably qualified and experienced candidate).
Send s.a.e. to the Headmaster for further particulars and application form (65251) 135422

NORTHAMPTONSHIRE
THE FERRERS SCHOOL
Queens Way, Higham Ferrers, Wellingborough, Northants
TEACHER OF CRAFT, DESIGN AND TECHNOLOGY
(Scale 1)
The Ferrers is a new purpose-built 11 - 18, co-educational, comprehensive school which opened in 1980 and has pupils up to 4th year at present.
Required for September 1983, teacher of Craft, Design and Technology. This post exists in the faculty of Science and Design and is housed in purpose-built accommodation. Candidates should have a breadth of interest and experience and be able to teach Design courses involving several materials. A bias towards Wood would be desirable. Successful candidates would be expected to play a part in curriculum development in the areas of Art, Design and Technology.
Further details and application form available from the Headmistress (SAE please). (65426) [illegible]

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
CHRIST'S SCHOOL
Queen's Road, Richmond, Surrey
(11 - 16 mixed comprehensive)
Six form entry ecumenical voluntary aided school for Anglicans and Roman Catholics.
Required for April 1983 (or as soon as possible thereafter), a suitably qualified temporary teacher for 1 term in the Department of Craft, Design and Technology, preferably with a metal work bias. Scale 1 plus Outer London Allowance.
The permanent position will be advertised for September, for which the temporary holder would be welcome to apply.
Applications by letter should be made to the Headmistress, Miss J.M. Shelmerdine, B.Sc., as soon as possible. [illegible]

WEST SUSSEX
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley, Sussex
SCALE 1 - CRAFT & DESIGN
Required September Scale 1 Teacher of CRAFT, DESIGN & TECHNOLOGY to teach mainly in Lower School 2nd/3rd years. Boys and Girls, basic skills in wood metal areas. Some work for 4th, 5th option classes.
Form and details from Headteacher on receipt of foolscap s.a.e. Closing date for return 24th March [illegible] (54112) [illegible]

Technology

Scale 1 Posts

SUFFOLK
CASTLE MANOR UPPER SCHOOL
Eastern Way, Haverhill
(Mixed Comprehensive 13 - 18; 850 on roll)
Required for September 1983, experienced or newly qualified teacher (Scale 1) for Technology Department. Technology and Technical Studies and Graphic Communication taught to 6th Form level. Opportunity to cover the whole age and ability range.
The local housing authority is prepared to give favourable consideration to the provision of housing for teachers.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (65523) [illegible]

Other than by Subject Classification

Heads of Department

BERKSHIRE
SHAW HOUSE COMPREHENSIVE SCHOOL
Church Road, Shaw, Newbury, Berks [illegible]
N.O.R. 830 (11 - 16)
Required June, or September 1983
HEAD OF MIDDLE SCHOOL (3rd and 4th Years) [illegible]
Responsibility for pastoral supervision [illegible] academic organisation [illegible] implications for [illegible] members of 3rd and 4th [illegible] Successful applicant [illegible] required to work closely [illegible] the School Counsellor [illegible] Academic Heads [illegible] ment in the production [illegible] working documents [illegible] the Options Timetable [illegible] vided for the information [illegible] pupils and parents [illegible] with the local College [illegible] Further Education [illegible] important aspect of [illegible] Candidates should [illegible] teaching subjects.
Please apply in writing for application forms [illegible] further details [illegible] ing date 21st March [illegible] shire County Council [illegible] equal opportunity employer. (65543)

SECONDARY OTHER THAN BY SUBJECTS
continued

Scale 2 Posts and above

AVON
COUNTY OF AVON
RALPH ALLEN SCHOOL
Claverton Down Road, Bath BA2 7AD
(Co-educational, comprehensive, 11 - 18, 836 on roll)
Required from September (or possibly April) teacher to take charge of a new Unit to be set up in September 1983 for pupils with speech and language difficulties. Scale 3 post.
Applicants should have had experience in a comprehensive school and in the teaching of children within this area of special need. An advanced qualification in Special Education would be an advantage.
Application by letter, giving full curriculum vitae and the names and addresses of 2 referees, to the Headmistress from whom further details about the School and the post can be obtained on receipt of an s.a.e. This is a re-advertisement, and previous candidates are asked to confirm their continued interest. (54147) 135620

AVON
AVON COUNTY
BRISTOL STAGE V CENTRE
Stratton Street, Bristol, BS2 9BU
Required from 1st September 1983, teacher Scale 3 for general subjects, and to take particular responsibility for numeracy, developing a simple heavy craft programme, and running outdoor pursuits.
The Centre educates up to 12 boys and girls, usually in their final years of secondary schooling, suspended from their previous schools because of highly disruptive and difficult behaviour.
Several years' experience in dealing with the diverse problems posed in teaching disturbed adolescents desirable.
Letters of application to the Head of Centre immediately, with full details of qualifications, experience and names of two referees, enclosing sae. (54132) 135620

Scale 1 Posts

SUMMER IN AMERICA
WORKING WITH CHILDREN
Hundreds of sports & craft teachers (min. age 19½) needed in U.S. childrens camps. Over 14,000 BUNACers have enjoyed the summer of their lives, so far in our 21 year history. Why not become one yourself. 8 weeks, hard fun work, then up to 6 weeks holiday. Flight, work visa, lodging and board all paid for + a salary of $230 or $265.
INTERESTED: CONTACT:- Tim Edwards, BUNACAMP, 58 Berners Street, LONDON W1P 3AE. Tel: 01-637 7686. (47066) 135622

BRENT
LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
PERMANENT UNATTACHED TEACHERS (Scale 1 or 2 depending on experience) Required as soon as possible to provide supply cover in Primary and Secondary Schools. One teacher with globally retarded teaching experience is also required for work in Special Schools. Candidates must have completed their probationary period and experience in Multi-cultural Schools will be a recommendation.
Application forms (sae) from Director of Education, P O Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, returnable within 10 days.
London Allowance of £834 per annum is payable.
Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons. Brent is fundamentally committed to Multi-Cultural education. (55047) 135622

HARINGEY
Progress with Humanity
EDUCATION SERVICE
TEMPORARY SUPPLY TEACHERS REQUIRED IMMEDIATELY
Qualified Teachers required for full-time or part-time temporary supply work in Nursery, Primary and Secondary Schools. Applications are particularly invited from teachers with previous successful experience in U.K. or abroad. Current daily rate of pay between £30.35 and £49.34 according to qualifications and experience.
Please telephone 881 3000 (Ext. 3146) for application form, or write (s.a.e.) to the Chief Education Officer, Education Offices, 48 - 62 Station Road, Wood Green, London N22 4TY.
Haringey is an equal opportunity employer. (55043) 135622

SOMERSET
YEOVIL COLLEGE
Yeovil
For September 1983:-
I. LECTURER I in BUSINESS STUDIES
II. LECTURER I in BIOLOGY
III. LECTURER I in ENGLISH
For further details of the above posts see full advertisement under 'Further Education' section. (54952) 135622

WIGAN
METROPOLITAN BOROUGH OF WIGAN
HINDLEY PARK HIGH SCHOOL
Park Road, Hindley, Wigan WN2 3RY
Tel: Wigan 55205
(11 - 16 Mixed Comprehensive)
Required for Summer Term, 1983, OFFICER ARTS (Scale 1). The ability to teach English advantageous. ENGLISH (Scale 1) with the ability to teach to 'O' level.
Application form and further particulars available from and returnable to the Headteacher at the School (S.A.E. please). Closing date 18th March, 1983. Ref A9. (54685) 135622

DORSET
TERTIARY COLLEGE
to be established in Weymouth

PRINCIPAL

Burnham FE Group V, £18,657–£19,611

Applications are invited for this new post, to be established from 1 September, 1983.

The successful candidate will play a major role in the planning for and setting up of the new College which is due to open on 1 September 1985.

Application forms (returnable by 14 March 1983) and further particulars available on receipt of stamped addressed envelope from:
County Education Officer (HFE/CK),
County Hall, Dorchester,
Dorset DT1 1XJ.

Metropolitan Borough of SEFTON

KING GEORGE V COLLEGE (GROUP 11)
Scarisbrick New Road, Southport, Merseyside PR8 6LR

Applications are invited from well qualified and experienced teachers for the post of

HEAD TEACHER

of this co-educational 6th Form College for 550 'A' level students, starting September 1983.

This College is on a campus site on the edge of Southport which is a pleasant resort/commuter town on the Lancashire coast offering excellent living and working facilities.

Applicants should have extensive successful experience in a senior capacity of working with 6th Form pupils, the concern for the maintenance and development of academic standards.

Application forms and further details are available, on receipt of s.a.e., from the Chief Education Officer, Education Department, Burlington House, Crosby Road North, Waterloo, Liverpool L22 0LG, to whom they should be returned by 21st March 1983.

Sixth Form and Tertiary Colleges

Heads of Department

BEDFORDSHIRE
SOUTHERN AREA
LUTON SIXTH FORM COLLEGE
Bradgers Hill Road, Luton, Beds. LU2 7EW
Principal: Dr. L. Martindale, B.Sc(Econ)
Required for September 1983 a well qualified enthusiastic and committed Joint Head of Recreational Activities/P.E., (Girls) Scale 3).
The post offers an opportunity to a successful applicant to build upon the excellent foundations already existing in this long established Sixth Form of 1300 students. Excellent facilities for indoor and outdoor sports, (new Sports Hall 1982).
Application forms and further details are available from the Principal at the College (SAE please). (54127) 140018

HAMPSHIRE
PETER SYMONDS' COLLEGE
Owen Road, Winchester
Open access Vith Form College
1,000 on roll
HEAD OF ART
Scale 4
Required September, experienced teacher and practising Artist or Designer.
Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to the Principal from whom further details are available. (55078) 140018

HARROW
EDUCATION COMMITTEE
ST. DOMINIC'S SIXTH FORM COLLEGE
Mount Park Avenue, Harrow-on-the-Hill, Middx HA1 3HX. 04-422 8084 and 01-864 4286
CHEMISTRY - SCALE 3
Applications are invited from well-qualified and experienced teachers for the post of Head of Chemistry at this Catholic Sixth Form College for September 1983. Teaching covers a full range of courses up to and including 'S' Level and Oxbridge entrance. The Department has a fully equipped laboratory, shared use of a second laboratory and the assistance of experienced technicians. These laboratories will also be served by a microcomputer network. An interest in developing courses for the full ability range of a comprehensive sixth form would be an advantage.
The Governors wish to appoint a teacher able and willing to make an active contribution to the Christian ethos of the College. All full-time teachers share in the tutorial and pastoral work.
Application forms from and to be returned to The Principal by 18th March 1983. Please enclose stamped addressed envelope.
Harrow is an equal opportunities employer. (55003) 140018

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
TYNEMOUTH COLLEGE
Queen Alexandra Road West, North Shields, NE29 9BZ
Principal: Mr D.R. Branchley, M.A.
Required for 1st September 1983
Scale 3 HEAD of ART DEPARTMENT to teach up to 'A' Level. Tynemouth College is a sixth form College with 600 students on roll
Application forms are available on receipt of a s.a.e. from the Principal to whom they should be returned as soon as possible. (54958) 140018

Scale 2 Posts and above

HAMPSHIRE
FARNBOROUGH (SIXTH FORM) COLLEGE
Prospect Avenue, Farnborough GU14 8JU
(Comprehensive mixed 16 - 19)
N.O.R. 1000
Required for September 1983
A Graduate Mathematician, as second in a successful department, to teach across the ability spectrum.
Scale 3 post.
Closing date 18th March 1983.
Letter of application nominating two professional referees to the Principal. (55081) 140020

WIGAN
METROPOLITAN BOROUGH OF WIGAN
ORRELL ST. JOHN RIGBY R.C. SIXTH FORM COLLEGE
Gathurst Road, Orrell, Wigan WN5 0LJ
(16+)
Required for Autumn Term, 1983. ENGLISH (Scale 3) second in the English Dept. with the ability to teach to sub 'O' level language and to 'S' level/Oxbridge Literature. A contribution to Drama and Theatre Studies would be advantageous.
Application forms and further particulars available from and returnable to the Principal at the College (S.A.E. please). Closing date 18th March, 1983. Ref: A8. (54684) 140020

Scale 1 Posts

HAMPSHIRE
FARNBOROUGH (SIXTH FORM) COLLEGE
Prospect Avenue, Farnborough GU14 8JU
(Comprehensive Mixed 16 - 19)
N.O.R. 1000
Required for September 1983 (or April of available).
Teacher for Physical Education.
Scale 1 post.
Closing date 18th March 1983
Letter of application nominating two professional referees to the Principal. (55082) 140022

HAMPSHIRE
PETER SYMONDS' COLLEGE
Owens Road, Winchester
Open access Vith Form College
1000 on roll
September 1983 - Mathematics
Letter of application with full curriculum vitae names and addresses of two educational referees and S.A.E. to the Principal. (55084) 140022

SOMERSET
YEOVIL COLLEGE
Yeovil
For September 1983:-
I. LECTURER I in BUSINESS STUDIES
II. LECTURER I in BIOLOGY
III. LECTURER I in ENGLISH
For further details of the above posts see full advertisement under 'Further Education' section. (54950) 140022

SOMERSET
YEOVIL COLLEGE
Yeovil
Lecturer Grade 1 in COMPUTER SCIENCE, to teach the subject to 'A' level. Ability to teach Mathematics/Statistics to 'O' and 'A' level will be advantageous.
Application form and details (SAE) from the Director of Resources, Yeovil College, Ilchester Road, Yeovil.
Closing date: 18th March, 1983. (54949) 140022

STAFFORDSHIRE
EDUCATION COMMITTEE
CITY OF STOKE ON TRENT
SIXTH FORM COLLEGE
Victoria Road, Fenton, Stoke on Trent ST4 2RR
Required for September 1983, a suitably qualified person to teach PHYSICS and preferably, ELECTRONIC SYSTEMS to G.C.E. 'A' Level.
An interest in coaching a branch of sport would be an added recommendation.
Application forms and further details obtainable from and returnable to the Principal at the College (s.a.e.). Closing date: 18th March 1983.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (65446) 140022

STAFFORDSHIRE
EDUCATION COMMITTEE
CITY OF STOKE ON TRENT
SIXTH FORM COLLEGE
Victoria Road, Fenton, Stoke On Trent ST4 2RR
Required for September 1983, at this purpose-built Sixth Form College for 1,100 students:-
1. A suitably qualified person to teach MATHEMATICS and PURE MATHEMATICS WITH STATISTICS to G.C.E. 'A' level. It would be a recommendation if the person concerned could teach COMPUTER STUDIES to either G.C.E. 'O' or 'A' level. The post (Scale 1) is equally suitable for experienced teachers and those seeking first time appointments.
2. A suitably qualified person to teach PURE MATHEMATICS WITH STATISTICS to G.C.E. 'A' level. The post (Scale 1) is equally suitable for experienced teachers and those seeking their first appointment.
Application forms and further details are obtainable from and returnable to the Principal at the College (s.a.e. please). Closing date: 18th March 1983.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (65447) 140022

Special Education

Headships

LEICESTERSHIRE
LEICESTER SOUTH LODGE SCHOOL
HEADSHIP - GROUP 4S
HEAD required August for this all-age school for visually handicapped children. Thorough knowledge of handicapped children in general and preferably visually handicapped in particular desired.
Further details on request (SAE).
Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 15th March. (54658) 160010

SOMERSET
ELMWOOD SCHOOL
Bridgewater
For September 1983, HEAD required.
For further details of the above post see full advertisement in the Somerset County Council composite advertisement. (54362) 160010

Deputy Headships

Second Masters/Mistresses

HERTFORDSHIRE
GREAT BROOKMEAD ESN (M) SCHOOL
Allerton Road, Borehamwood
Required for September 1983 DEPUTY HEAD, Group 4(S) plus Outer Fringe Allowance. An enthusiastic, imaginative person with sense of purpose is sought to take a key role in continuing and co-ordinating curriculum development in the school.
Advanced qualifications essential.
Previous applicants will be reconsidered.
Application forms and further details from Divisional Education Officer, Elstree Way, Boreham Wood WD6 1LA. Please enclose a stamped addressed envelope. (65548) 160012

RICHMOND UPON THAMES – EDUCATION COMMITTEE
RICHMOND UPON THAMES COLLEGE

Appointment of Dean of Arts

This exciting new appointment in London's first tertiary college offers an opportunity to lead three teaching teams – General Art and Design, Communication Design, and Drama, Physical Education and Music – in the development of courses suited to the needs of 16 to 19 year olds and a significant number of post-18 year olds. Curriculum responsibility includes DATEC, Higher DATEC, GCE 'O' and 'A', CEE, and a programme of Creative Studies.

The Dean of Arts is one of four senior staff responsible for course-planning, teaching and resources. The others are Deans of Business Studies and Humanities, Technology, and General Education. Oversight of student progress and development, both academic and personal, is in the hands of five Heads of Collegia.

When an appropriate vacancy occurs, the Dean of Arts will be expected to assume the Headship of a subject-team in his/her School of Studies.

Deans of Studies will be paid on the salary scale for Heads of Departments, Grade V, currently £14,679 to £16,305. In addition, this post carries the Outer London Allowance of £615 per annum.

Application forms (foolscap s.a.e.) available from the Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB, returnable by 18th March 1983.

This is a re-advertisement. Previous applications will be re-considered automatically.

THE MULBERRY BUSH SCHOOL
Principal: Christopher Reeves M.A., Ph.D.

The Mulberry Bush School is a non-maintained residential school attended by 36 severely disturbed primary aged children of at least average intelligence. The aim of the school is to provide a therapeutic milieu based on psychodynamic principles in which failures in early childhood provision can be made good with concurrent attention paid to the child's developmental and educational needs.

ASSISTANT PRINCIPAL

For this senior post of general responsibility within the school we require a Teacher or Educational Psychologist with considerable knowledge and experience of the teaching of maladjusted children.

The successful candidate will be expected at least initially to take a class group of 7–9 children, to be interested in curriculum development and, preferably, to have completed a relevant advanced course.

Deputy Head Scale (Group 4S) + D.H.T.A.

Further written details about the school and the post can be obtained from the Secretary. Applicants should write fully to the Principal including a curriculum vitae, details of particular strengths and interests, and the names of three referees. Closing date: 31st March, 1983.

The Mulberry Bush School, Standlake, Witney, Oxon. OX8 7RW. Tel: Standlake (Std 086 731) 202.

Hounslow

HOUNSLOW (London Borough of)

EDUCATION COMMITTEE
Education Department,
Civic Centre, Lampton Road,
Hounslow TW3 4DN

THE PARKWAY SCHOOL
(Burnham Group 5S)
High Street, Cranford,
Hounslow, Middx.
Tel: 01-759 1805/6.

Required as soon as possible:

Deputy Headteacher

Applications are invited from suitably qualified and experienced teachers for the post of Deputy Headteacher of this school which offers education in the field of the maladjusted pupil.

LONDON ALLOWANCE: £549 p.a.

Application forms and further details are obtainable from the Director of Education (Ref: PA/PDO) to whom they should be returned by 16th March, 1983. Please enclose s.a.e.

WE ARE AN EQUAL OPPORTUNITY EMPLOYER.

SPECIAL EDUCATION
continued

CAMBRIDGESHIRE
THE REES THOMAS SCHOOL
Cambridge
Applications are invited for the DEPUTY HEADSHIP, Group 4(s) of this Special School to commence in September.
Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge CB5 OAP (s.a.e. please) returnable by 14th March. (55075) 160019

SURREY
EDUCATION COMMITTEE
WILLOW BRIDGE CENTRE
Reigate
DEPUTY HEAD teacher Scale 3 required at this day maladjusted centre which caters for approx. 16 - 20 pupils aged 12 - 16. Ability to work as a member of a small team and enthusiastic and flexible approach to the particular needs of disturbed adolescents, essential.
Further information and application forms, Tel. Mrs. R.A. Netherton, Head of Centre, Reigate 49079. Closing date 21 March 1983. (55355) 160012

BRENT
LONDON BOROUGH OF BRENT
COLES GREEN ESN(S) SCHOOL
Dollis Hill Lane NW2
(Roll 82, 2 - 19 years)
Required from Summer Term - Experienced SECOND MASTER/MISTRESS, Deputy Head Scale Group 7(S), for this all age school for severely mentally handicapped children, many of whom are also physically handicapped or emotionally disturbed. We are looking for someone with energy and initiative able to work as a member of a team and play a part in its leadership. He/she will be expected to contribute to the development of the curriculum and its effective running. Development of particular interests will be encouraged. Prospective candidates are invited to visit, telephone the Head Teacher (01-450 2550) for appointment.
London Allowance of £834 per annum is payable.
Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons. Brent is fundamentally committed to Multi-Cultural education.
Application forms (sae) obtainable from the Head Teacher returnable within ten days. (55042) 160012

Required from 1st January, 1984
Applications are invited for the following:
WESTFIELD LOWER SCHOOL
MALPAS, NEWPORT

DEPUTY HEADTEACHER
Group 5s

This will be a school for pupils with severe learning difficulties in the age range 3 years to 13/14 years. At present the school is known as Westfield School and the age range is 3 years to 19 years for pupils also with severe learning difficulties.

The facts of and reasons for reorganisation are given on the information sheets supplied to applicants.

Applicants should have substantial experience in special education particularly related to the education of children with severe learning difficulties. A formal qualification in special education or in a related discipline is desirable.

Application forms and further information obtainable from the Director of Education, County Hall, Cwmbran, Gwent NP44 2XG. On receipt of a s.a.e. to whom completed applications should be returned by 19th March, 1983.

Gwent County Council

SPECIAL EDUCATION – DEPUTY HEAD

WILTSHIRE

CENTRAL SCHOOL, SWINDON
(Day E.S.N. (M))

Group 6 (S) **N.O.R. 112**

Required for September, 1983 experienced and enthusiastic teacher as Deputy Head of this special school for children with serious learning difficulties, aged 4½–12 years.
Further details and application form from the Chief Education Officer (ST/NJF), County Hall, Trowbridge, Wilts, BA14 8JB.
Closing date is 25th March, 1983.

MACINTYRE SCHOOL
Westoning Manor,
Westoning, Beds MK45 5JW
Tel: 0525-713866
Required for April or September 1983
a non-resident

DEPUTY PRINCIPAL (EDUCATION)

Salary Burnham Deputy Head 5S

For this well established residential school and adult training facility for approximately 30 mentally handicapped children and 40 mentally handicapped young adults.
Applicants must be experienced teachers (preferably with an additional qualification in special education) who have held posts with administrative responsibilities. A knowledge of a task analysis approach to the curriculum would be an advantage.
MacIntyre, Westoning is set in 50 acres of attractive grounds and provides a wide range of educational activities and training resources to meet the needs of children and adults and its aim is to provide a purposeful, happy and useful life for them.
For application forms and job description apply to Ralph Bullock, Principal, at the above address.

KENT
COUNTY COUNCIL
MEDWAY DIVISION
EDUCATION DEPARTMENT
CHATHAM SOUTH SECONDARY SCHOOL
Letchworth Avenue, Chatham, Kent
Applications are invited from well qualified and experienced teachers for the post of DEPUTY HEAD of this mixed secondary modern school (Group 9) to take up the appointment in September 1983.
The successful applicant will be involved in all aspects of school organisation. In addition, there will be a substantial teaching commitment.
Please apply by letter to the Headmaster giving full relevant details and the names and addresses of two referees. Closing date 25th March 1983.

DOVER DIVISION
PORTAL HOUSE SCHOOL
St Margaret's-at-Cliffe, Dover
(Group 45 Plus E.D.A.)
DEPUTY HEADTEACHER required September 1983 for this Residential Special School for approximately 45 maladjusted boys and girls (9 - 13 years)
Applications from suitably qualified and experienced teachers to join a skilled and enthusiastic multi-disciplinary team. Accommodation available plus extraneous duties allowance.
Further details and application form from the Headmaster at the school. (S.A.E. please). (55158) 160012

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE DALES SCHOOL
Morton-on-Swale, Northallerton
(Re-advertisement)
Deputy Headteacher required at the above special school for children with severe learning difficulties to commence in the Autumn Term 1983. Previous applications will be re-considered.
Salary: Burnham Group 4(S)
Further details and application forms are available upon receipt of a stamped addressed envelope (to be returned by 18th March 1983) from the County Education Officer, Room 135, County Hall, Northallerton DL7 8AE. (65311) 160012

Heads of Department

SOMERSET
OAKFIELD MIDDLE
Frome
(9 - 13 mixed, 890)
For September 1983, HEAD OF SPECIAL NEEDS DEPARTMENT.
For further details of the above post see full advertisement in the Somerset County Council composite advertisement. (54361) 160018

Scale 2 Posts and above

BEXLEY
ERITH COLLEGE
LECTURER GRADE II
SPECIAL NEEDS
For further details please see display under colleges of further education. (54683) 160020

NEWHAM
LONDON BOROUGH OF NEWHAM
46 Clova Road, London E.15
TEACHER IN CHARGE
Scale 2
Required September 1983
The person appointed will work with one other teacher in this mixed residential truancy unit for fifteen 14 - 16 year olds, run jointly by the Departments of Social Service and Education.
The ability to work with social workers as part of an interdisciplinary team is essential. The teacher will be required to teach general subjects to all pupils in this mixed ability group and the ability to teach mathematics to C.S.E. level is desirable.
An interest in Art, Craft and/or Sport would be a distinct advantage.
Visits welcome: 01-534 8289.
London Allowance: £939.
Application forms/further particulars (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 15th March 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (54868) 160020

Somerset

FROME COLLEGE, FROME
HEAD OF SPECIAL NEEDS UNIT
LECTURER GRADE II
Applications are invited from suitably qualified and experienced teachers/lecturers for this post in a new Special Needs Unit to be established at the above college from September 1983. This Unit is intended to cater for youngsters leaving Special Schools who are able to benefit from continuing education. This post offers a challenging opportunity to initiate significant new developments in special education. It is anticipated that this new appointment will be effected from the beginning of the Summer Term 1983.
Re-advertisement – previous applicants are required to re-apply.
Application form and details (SAE) from the Principal, Frome College, Bath Road, Frome.
Closing date: 18th March, 1983.

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
HEATON MIDDLE SCHOOL
PARTIALLY HEARING UNIT
Two qualified teachers of the Deaf are required from April 1983 at this purpose-built middle school (9 - 13 age range) to join a team of 4 teachers supporting partially hearing pupils who are fully integrated into the mainstream of the school. The successful applicants would be involved in the continued development of the support programme for partially hearing pupils. In addition to undertaking a positive teaching role within the mainstream of the school.
Enthusiastic teachers looking for challenging experience are invited to apply for these posts (one at Scale 1, plus special schools allowance, one at Scale 2S) outlining any contribution they are able to make to the school as a whole, through experience, interest or qualification.
Further details may be obtained from the Headteacher, Mr. L. Hodgson (Tel: Bradford 492096).
Application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP, and should be returned to the Headteacher, Heaton Middle School, Haworth Road, Bradford BD9 6LL, by 16th March 1983.
Reference ET 9683/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any age, sex, race or disability, unless otherwise stated. (65385) 160020

SHEFFIELD
CITY OF EDUCATION DEPARTMENT
ABBEYDALE GRANGE SCHOOL
Hastings Road, Sheffield, S7 2GU
Co-ordinator for Special needs, Scale 4
Required as soon as possible, but certainly Easter 1983, a teacher with broad and relevant experience, imagination and energy for this major new post. The person appointed will be required to establish and direct from September, 1983 a resource for children selected as having moderate learning difficulties, on the model of a successful integrated provision at a feeder junior school.
The post will also involve the oversight of the work of one current Remedial Department with the intention that in due course the person appointed will be leading a large and enthusiastic team of staff who together offer a flexible and co-ordinated response to a very wide range of special needs. At such a stage, the nature of the post is likely to warrant senior teacher status.
Application forms and further details are available from the Headteacher, Mr. R.D. Taylor M.A. at the school. Completed forms should be returned by no later than 18th March, 1983. (54967) 160020

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
GREEN PARK SCHOOL
POST 16 UNIT
Teacher, Scale 3(S) required for September 1983 for this purpose-built Unit for pupils aged 16 - 19, attached to a day school for severely handicapped pupils (ESN(S). The Unit caters for up to 30 pupils many of whom have attended the school. The person appointed would be responsible for the organisation, curriculum planning, and day to day running of the Unit in conjunction with the Head Teacher. He/she would be required to design social and life skills programmes to meet the needs of individual pupils, to arrange links outside the school and additionally play an active role as a Senior member of the school staff. Experience of teaching senior aged, severely handicapped pupils an advantage.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. (54882) 160020

Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
PERMANENT UNATTACHED TEACHERS (Scale 1 or 2 depending on experience) required as soon as possible to provide supply cover in Primary and Secondary Schools. One teacher with globally retarded teaching experience is also required for work in Special Schools.
For further details see under "Secondary Schools - other than by subject". (55048) 160022

CALDERDALE
METROPOLITAN BOROUGH OF CALDERDALE
EDUCATION DEPARTMENT
HEARING IMPAIRED SERVICE
Teacher for Hearing Impaired: Scale 1 plus Special Schools Allowance required from 23 August 1983.
Applications are invited from qualified teachers of the deaf to join a developing Hearing Impaired Service. The post is peripatetic in a supportive role to staff in Primary & Secondary schools.
Application forms and further details obtainable (on receipt of a foolscap s.a.e.) from the Headteacher, Bermerside School, Skircoat Green, Halifax HX3 0RZ, to whom completed forms should be returned by 25 March 1983. (55330) 160022

CALDERDALE
METROPOLITAN BOROUGH OF CALDERDALE
EDUCATION DEPARTMENT
BERMERSIDE SEPCIAL SCHOOL
Skircoat Green, Halifax
required from 23 August for the 1983/4 academic year only a temporary teacher of Physical Education (Scale 1 plus Special Schools Allowance) to work with physically handicapped children, age range 2 - 16. Ability to maintain existing motor programmes and interest in a multi-disciplinary approach essential.
Application forms and further details obtainable (on receipt of a foolscap s.a.e.) from the Headteacher, Bermerside School, Skircoat Green, Halifax HX3 0RZ, to whom completed forms should be returned by 25 March 1983. (55331) 160022

Education
Teaching of the Hearing/Language Impaired
Scale 2(S) – Bassetlaw Special ESN(M) School
Required as soon as possible, a qualified Teacher of the Hearing Impaired who has either an additional qualification in, or experience of teaching children with speech and language disorders.
This new and challenging post will involve approximately a 50% teaching commitment at the Base School and a similar amount in local primary and/or local secondary schools.
Application forms and further details available (s.a.e.) from the Director of Education (Ref. S26) County Hall, West Bridgford, Nottingham NG2 7QP.
Closing date 18th March, 1983.
Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

Part-Time Teacher
Burnham Scale 1
Required for 14 hours per week to teach music and/or P.E. (also General subjects preferable) at NORTHBROOK COMMUNITY HOME (ATKINSON UNIT), BEACON LANE, EXETER, a 12 bedded secure unit for boys and girls aged 10–17, with small teaching groups and an average length of stay of two to three months. Primary School training an advantage. The ability to communicate with children who have proved truculent and oppressive in school essential.
Hours of work can be negotiated. £502.50 Community Home Allowance.
Informal enquiries (during normal office hours) either to Mr. K. Harding, The Principal, Northbrook Community Home, Tel: Exeter 51951 or Mr. J. Grummett, Head of Atkinson Unit, Tel: Exeter 51449. Application form (s.a.e. please) from DIRECTOR OF SOCIAL SERVICES, COUNTY HALL, EXETER, returnable by 18th March, 1983.
This post is open to applicants of either sex.
DEVON

COVENTRY
EXHALL GRANGE SCHOOL
Wheelwright Lane, Coventry CV7 9HP
QUALIFIED TEACHER REQUIRED
Teacher required as soon as possible for Woodwork Component of Design and Technology Course in this large all day/residential co-educational school for the visually and physically handicapped. Experience of Special Education essential. Salary - Burnham Scale 1 plus Special Schools Allowance.
Willingness to undertake residential duties up to 12 hours per week (£1,869 per annum) advantageous.
Accommodation available if required.
Further details and application form from: The Head, Exhall Grange School. (54139) 160022

CROYDON
LONDON BOROUGH OF CROYDON
PRIORY (E.S.N.) (S)
Tennison Road, South Norwood SE25 5RR
Tel: 01-653 8222
Tenable: 18 April 1983
Required for Easter 1983, a teacher for a class of Nursery/Infant children in this school for the severely mentally handicapped.
SALARY - Burnham Scale 1 + Special School Allowance. With London Area Allowance.
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible. (55031) 160022

EAST SUSSEX
DOWNS VIEW SCHOOL
Coldean Lane, Brighton BN1 9OE
(ESN(S))
Required from April or September, a Teacher with experience or interest in the education of severely handicapped children. Scale 1 plus Special Schools Allowance. Relocation grants available in approved cases.
Application forms (s.a.e. please) from County Education Officer, Education Department, County Hall, Lewes BN7 1SG, and returnable to the Headmistress. (65356) 160022

SPECIAL EDUCATION
continued

EAST SUSSEX
HAWKHURST COURT
BRIGHTON COLLEGE
DYSLEXIC AND REMEDIAL CENTRE
(The Centre will be transferred to premises close to Brighton College in September 1983.)
Boys and Girls aged 8 - 13 years, day and boarding pupils.
Required for September 1983, a suitably qualified teacher of MATHEMATICS and GENERAL SCIENCE to teach children with Specific Learning Difficulties (Dyslexia).
This residential post involves sharing the responsibility of the pastoral care of boys in the boarding house. A willingness to be involved with extra-curricular activities would be welcome.
Please apply in writing, with names and addresses of two referees, to the Headmistress Designate, c/o Hawkhurst Court, Wisborough Green, Billingshurst, West Sussex RH14 0HT, before 11th March 1983. (54251) 160022

HARINGEY
Progress with Humanity
WILLIAM C. HARVEY SCHOOL
Adams Road, London N17
Tel: 808 7120
Two one term temporary teachers, Scale 1 + Special Schools Allowance, required for April 1983 at this day Special School for ESN(S) children in the age range 3 - 19 years. These posts are likely to involve working with 9 - 11 year olds and the older children.
Applicants with experience in this field would be preferred.
Applicants are invited to contact the Headteacher Mrs. N. M. Gates, Tel: 01-808 7120 for further information.
London Allowance (£834) payable.
Application Forms (S.A.E.) may be obtained from the Chief Education Officer, Education Offices, 48 - 62 Station Road, Wood Green, London N22 4TY, to whom forms should be returned by 18th March 1983.
Haringey is an equal opportunity employer. (65452) 160022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
LANGUAGE DEVELOPMENT UNIT
Situated in Canterbury Primary School, Canterbury Road, Morden, Surrey.
Teacher-in-Charge Mrs. R. Shuttleworth.
Tel: 01-648 1832.
TEMPORARY SCALE ONE PLUS S.S.A.
An experienced reception class teacher with particular interest in Language is required from March 21st while the permanent teacher is on maternity leave. The teacher would be expected to work in a team comprising a speech therapist and nursery helper. The children in the group are aged 3 - 6 years, and all have specific language and/or speech problems. Any teacher interested in this challenging post is encouraged to visit the Unit informally.
London Allowance: £939.
Application forms and further particulars of the post are available from the teacher-in-Charge at the above address. Please enclose a stamped addressed envelope.
Closing date: 18th March 1983. (55108) 160022

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
DEPUTY HEAD of Remedial & Advisory Department - Child Psychology Service - see advertisement under Miscellaneous. (55242) 160022

SOMERSET
SPECIAL EDUCATION SUPPORT TEACHER
Required for September 1983 or earlier if possible.
For further details of the above post see full advertisement in the Somerset County Council composite advertisement. (54451) 160022

SURREY
Teacher for children with complex learning difficulties and emotional disorders required to specialise in language development at the Link Secondary School. Scale 1 with special schools allowance immediately or after one year, according to qualifications and experience. Apply in writing with full c.v. and references to the Headmaster, The Link Secondary School, 82/[illegible] Croydon Road, Beddington, Surrey CR0 4PD. Tel: 01-688 [illegible]. Previous applicants need not reapply.

SURREY
EDUCATION COMMITTEE
[illegible] HEAD COUNTY FIRST
Newbury Gardens, Ewell
Qualified teacher of the DEAF required September 1983, or sooner if possible, for small group of Partially Hearing Nursery aged children. Scale 1 plus Special Schools Allowance. Contact Head Tel. 01 393 0865. (55095) 160022

TEACH [illegible] IN THE THIRD WORLD. Qualified teachers [illegible] needed to work in special schools in Nigeria, [illegible] and Thailand from August this year. [illegible] Enquiries [illegible] Unit, Voluntary Service Overseas, 9 Belgrave Square, London [illegible] for details. Tel: [illegible] (55474) 160022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
REQUIRED FOR APRIL, 1983 OR SEPTEMBER, 1983
LEA GREEN SCHOOL
Leyton Green Road, London E10
Headteacher: Mrs. M.A. Gross.
SECONDARY DEPARTMENT VACANCIES
Scale 1(s) plus Outer London Allowance.
These vacancies would provide an ideal opportunity for teachers wishing to investigate the possibility of working with disturbed children in this school, which has a national reputation in this field. Pupils either attend full-time or part-time with the objective of returning to mainstream school.
Teachers are required for both types of provision and applications are invited from suitably qualified teachers for either permanent or temporary posts.
Application form and further details available from Head Teacher on receipt of s.a.e. Ref. No: 89/72. Closing date 16th March 1983. (65508) 160022

Independent Schools

Headships

LINCOLNSHIRE
ST. JOSEPH'S SCHOOL
Lincoln
Independent day and boarding school for girls aged 5 - 16 years (Co-ed up to age 8)
HEAD TEACHER
Applications are invited from suitably qualified and experienced candidates for the post of Head of this School which is shortly to pass from the ownership of The Order of the Sisters of Providence to a Charitable Trust.
This is a challenging post which offers an excellent opportunity for an enthusiastic and energetic person to establish the school in its new situation. It is preferred to make the appointment on 1st September 1983, but consideration would be given to 1st January 1984.
Salary: Burnham Scale Group 5, accommodation provided.
Further details from Mr. R. Bradley F.C.A., Chairman of the Management Committee, 2 Thonock Close, Lincoln LN1 3SW. (55136) 180010

MANCHESTER
ST. BEDE'S COLLEGE
Alexandra Park, Manchester M16 8HX
Tel: 061 - 226 3214/2475.
The Governors invite applications from practising Catholics, well-qualified and experienced in the teaching profession, for the post of Headmaster which becomes vacant in September. The College is a Catholic Grammar School (all boys), formerly Direct Grant and now an Independent and Assisted Places School. 630 boys (11 - 18) in the Grammar School, and 90 in the Preparatory Department (7 - 11). Group 10 Burnham.
Further particulars from the Clerk to the Governors at the College to whom all applications are to be sent as soon as possible. (55326) 180010

Deputy Headships
Second Masters/Mistresses

LONDON
FRANCIS HOLLAND SCHOOL
Clarence Gate, N.W.1
Required in September, 1983, Deputy Head to be responsible for some of the day to day administrative and pastoral work, the time-table (if possible) and about half a timetable of teaching. The subject is not a major consideration but English, Mathematics or Classics would be helpful. Burnham Deputy Head salary Scale, Group 7.
Apply at once, in writing, (no forms) to the headmistress, with curriculum vitae and the names, addresses and daytime telephone numbers of two referees. (54141) 180012

OXFORD
RYE ST ANTONY SCHOOL
Pullen's Lane, Headington, Oxford
DEPUTY HEAD (Resident preferred) required September 1983. Graduate with boarding school experience. Girls R.C. Boarding (200) and Day (80) School, 9 - 18.
Further details may be obtained from the Headmistress to whom applications should be sent together with full C.V. and names of two referees. (65267) 180012

NORTHAMPTONSHIRE
An energetic DEPUTY PRINCIPAL (male or female) is required in September in a small and successful private tutorial establishment which specialises in O-level and A-level tuition. It is an unusual position: arduous, challenging, rewarding (including financial), and with great potential for the right person. It might suit a young (28 to 38), powerful and ambitious graduate who enjoys teaching, believes in total involvement, and would be prepared to work hard for long hours. There are excellent prospects for a person with the right qualities and capable of full commitment.
Applicants should write personally, with a full C.V., giving details of relevant experience and stating clearly what they have to offer a small specialist establishment and why they want a position of responsibility and control. Further details of the appointment will then be sent.
Write to: The Secretary, Bosworth Tutors, 9-11 St. George's Avenue, Northampton NN2 6JA. (65270) 180012

By Subject Classification

Arts and Design

Heads of Department

ABERDEEN
ROBERT GORDON'S COLLEGE
Aberdeen
(HMC, Grant-Aided)
HEAD OF ART DEPARTMENT
Applications are invited for the above post from registered teachers with appropriate qualifications and experience. Salary is in accordance with the Scottish Teachers' Salary Memorandum and the post carries a responsibility allowance of £3,090 per annum. The post will be tenable from 22nd August, 1983.
There are no specially printed forms of application.
Letters of application should provide a full curriculum vitae, and should include the names of two referees.
Applications should be sent by Friday, 11th March, to the Headmaster from whom further information may be obtained. (67341) 181218

Other Assistants

LONDON SW7
QUEEN'S GATE SCHOOL FOR GIRLS
Required in September, 1983, graduate to assist, part-time, in the teaching of History of Art A Level.
Apply Principal, 133 Queen's Gate, London SW7 5LF with curriculum vitae and names and telephone numbers of two referees. (65517) 181224

STAFFORDSHIRE
COTTON COLLEGE
Oakamoor, Via Stoke-on-Trent ST10 3DP
R.C. Independent School Founded 1763
ARTIST IN RESIDENCE
Applications are invited for the post of resident artist from April or September 1983. The post involves about 10 hours teaching per week and provides a single artist with a chance to continue his or her own work while undertaking some teaching.
Applications to the Headmaster enclosing C.V. (55364) 181224

Classics

Heads of Department

BERKSHIRE
WELLINGTON COLLEGE
HEAD OF CLASSICS
SEPTEMBER 1983
The successful candidate will be required to take charge of a major Department with a fine record of success in University awards and places in Classics.
Requests for further details and applications together with c.v. and names of 2 referees should be sent to: The Master, Wellington College, Crowthorne, Berks. Closing date for applications: 14th March. (65314) 181618

THE GOVERNORS OF PIERREPONT SCHOOL
will appoint a new
HEAD
as a result of the death of the Headmaster
Details may be obtained from:
The Secretary to the Governing Body,
Pierrepont School,
Frensham,
Farnham,
Surrey GU10 3DN.

APPOINTMENTS IN SCOTLAND

Lothian Regional Council
STEVENSON COLLEGE OF FURTHER EDUCATION
Senior Lecturer II in Computer Studies
Salary on Scale: £9,966–£11,700
required in the Department of Computing and Micro-Technology.
Applicants should be qualified lecturers and have experience of industrial/commercial computer systems. A working knowledge of COBOL, BASIC, ASSEMBLER, PASCAL and FORTRAN together with the ability to teach at least two of these in depth is required. Familiarity with ICL mainframe equipment, ideally the 2900 series or the ME29 range and experience of CP/M based microcomputers is also desirable. Some experience of computer hardware and digital electronics is also required.
Application forms and further particulars from:
The Principal,
Stevenson College of Further Education,
Bankhead Avenue, Edinburgh EH11 4DE.

GRAMPIAN
REGIONAL COUNCIL
ASSISTANT DIRECTOR OF EDUCATION (SCHOOLS)
REF. 118/83 TES
A further vacancy has arisen for an Assistant Director of Education (Schools), based in Regional Education Office at Woodhill House, Aberdeen.
Applicants should have suitable teaching and/or educational administration experience. Will be responsible to the appropriate deputy who deals with all matters related to school education (except building and equipment). Salary scale £14,421 to £15,435.
Application forms and further details from Director of Manpower Services, Woodhill House, Aberdeen AB9 2LU. Closing date 18th March. (55251) 170000

GRAMPIAN
REGIONAL COUNCIL
ASSISTANT DIRECTOR OF EDUCATION (Schools)
Ref. 118/83TES
A further vacancy has arisen for an Assistant Director of Education (Schools), based in Regional Education Office at Woodhill House, Aberdeen. Applicants should have suitable teaching and/or educational administration experience. Will be responsible to the appropriate Deputy who deals with all matters related to school education (except building and equipment). Salary scale £14,421 to £15,435.
Application forms and further details from Director of Manpower Services, Woodhill House, Aberdeen AB9 2LU. Closing date 18th March. (55270) 170000

CENTRAL REGIONAL COUNCIL
EDUCATION COMMITTEE
Applications are invited from suitably qualified teachers registered with the General Teaching Council for Scotland, who have had experience in a post of responsibility, at a senior level, for the undernoted promoted post.
POST OF RECTOR
GRANGEMOUTH HIGH SCHOOL
Grangemouth
The responsibility payment for this post is £8,754.
Grangemouth High School is the Upper Tier (S3 - S6) of a Comprehensive 3-Tier System incorporating two Middle Schools with a projected roll for Session 1983/84 of 897 pupils and a teaching staff of 61.7. The system is monitored by a Management Consultative Committee composed of representatives from the schools in each Tier, the Advisorate and the Directorate. The Rector of the High School is ex-officio Convener of the Committee.
There are 17 teaching departments each under a Principal Teacher together with a Speech and Drama Department. In addition there is a full-time remedial specialist.
The Guidance Structure at present consists of 1 Principal Teacher and 3 Assistant Principal Teachers, each responsible for pupils in four House groupings.
The School presents considerable numbers of candidates at 'O', 'H' and CSYS Grades. It also provides a variety of courses suitable for pupils not so presented.
The senior administrative team will comprise the Rector, Depute Rector and two Assistant Rectors. The Depute Rector's duties include the construction and daily maintenance of the timetable. There is one Assistant Rector responsible with the Depute Rector for timetabling and the Formal curriculum and one responsible for the Guidance System.
Grangemouth High School is a modern, purpose-built school, well-equipped throughout, and pleasantly situated with playing fields adjacent. The school has a good record of community service, sporting achievements and cultural activities.
Ancillary staff at present includes three Clerkesses, three full-time Janitors, two full-time Science Laboratory Technicians, an Audio-Visual Technician and one full-time and one part-time School Helper. There is a qualified Librarian on the staff and a Canteen Supervisor.
The present Rector will retire in June, 1983.
Application forms are available from the Director of Education, Room 203, Viewforth, Stirling, to whom they should be returned not later than Monday, 21st March, 1983. (55328) 170000

Strathclyde Department of Education

FURTHER EDUCATION
CENTRAL COLLEGE OF COMMERCE GLASGOW
PRINCIPAL
Applications are invited from suitably qualified and experienced persons for the above post.
The College which is located in the City Centre is in Group 5 and the present salary is £19,006.
Candidates should have a degree of a British University or other acceptable qualification and have substantial experience in a major post of responsibility in Further Education. They must be able to relate to industry, commerce and the community and be conversant with the role of industrial training boards, the Manpower Services Commission and similar bodies with an interest in Further Education and training.
Forms of application and particulars of the post may be obtained from the Director of Education, Further Education, Strathclyde House, 20 India Street, Glasgow G2 4PF, to whom completed application forms should be returned not later than 21st March, 1983.
EDWARD MILLER, Director of Education.

ORKNEY ISLANDS COUNCIL
EDUCATION DEPARTMENT
KIRKWALL GRAMMAR SCHOOL
(Roll 900)
TEACHER OF SCIENCE
Applications are invited from suitably qualified teachers for the above post. Interest and a qualification in Physics would be an advantage.
Applicants must be registered with the General Teaching Council for Scotland. The salary will be in accordance with the Scottish Teachers Salaries Memorandum together with an island payment of £471 per annum.
Housing may be available and assistance is given with removal expenses.
Application forms are obtainable from the Director of Education, Council Offices, Kirkwall, Orkney.

INDEPENDENT EDUCATION
continued

Other Assistants

BUCKINGHAMSHIRE

WYCOMBE ABBEY SCHOOL
High Wycombe
Classics graduate required part-time from September to teach Latin and Greek to 'O' and 'A' level and University entrance.
Please apply as soon as possible, giving names of referees, to the Headmistress. (67339) 181624

DEVON

EXETER SCHOOL
(HMC Roll 580)
Requires for September 1983 a graduate to join a strong Classics Department. Share in O and A level work. Ability to help with games or CCF an asset. Single person could live in.
Salary: Burnham Scale 1.
Details available from School (send SAE). Applications with curriculum vitae and quoting two referees to: Headmaster, Exeter School, Devon EX2 4NS. (55255) 181624

HERTFORDSHIRE

ST. ALBANS HIGH SCHOOL
Townsend Ave., St. Albans AL1 3SJ
C. of E. 475 girls over 11, 110 in Sixth Form
Required for September 1983, an assistant in Classics Department to teach Latin to 'O' and 'A' Level and Classical Studies to 'O' Level. Post suitable for first appointment; experienced candidates also considered. Burnham Scale, Government Superannuation and London Fringe Allowance.
Applications with full details and names of two referees to Head Mistress, from whom further particulars are available on request. (54940) 181624

PERTHSHIRE

GLENALMOND
Required for Summer Term, starting April 1983: GRADUATE to teach English and Latin. Willingness to participate in extracurricular activities important. There is a possibility that this may lead to a permanent appointment.
Free single or married accommodation provided. College salary scale above Burnham and Teviot.
Please apply, as soon as possible, with curriculum vitae and names of two referees to the Warden, Trinity College, Glenalmond, Perthshire PH1 3RY, from whom further details can be obtained. (54367) 181624

SOUTHAMPTON

KING EDWARD VI SCHOOL
Southampton
(HMC: 840 Boys; 230 in Sixth Form)
REQUIRED FROM SEPTEMBER 1983: a teacher of LATIN AND GREEK (ability to teach ANCIENT HISTORY an advantage). Scale 1 post.
Full details from the Head Master, Mr. C. Dobson, at the School, Kellett Road, Southampton SO9 3FP, to whom applications (no forms) should be sent, together with the names and addresses of two referees, to reach the School by 15th March 1983. (65410) 181624

STAFFORDSHIRE

COTTON COLLEGE
Oakamoor, Via Stoke-on-Trent ST10 3DP
R.C. Independent School
Founded 1763
Required for September 1983, a good Honours Graduate to teach Latin, Ancient History, and Classical Studies to 'O' and 'A' Level (the ability to teach Spanish would be an added advantage). He or she would be expected to be willing to assist with games, pastoral care, or other activities.
Apply with C.V. and the Names and addresses of two referees to the Headmaster. (55365) 181624

KINGSWOOD SCHOOL
(HMC Co-ed)
Requires a temporary
TEACHER OF CLASSICS
The vacancy is for the Summer Term 1983 only as a sabbatical term replacement.
The teaching assignment will be Junior Latin (traditional) and JACT Classical Civilisation ('O' level) and JACT Ancient History ('A' level).
Applications, together with a curriculum vitae and the names and addresses of two referees, should be sent by March 19th, 1983 to:
The Headmaster
Kingswood School
Lansdown, Bath BA1 5RG

Commercial Subjects

Heads of Department

BUCKINGHAMSHIRE

PIPERS CORNER SCHOOL
Great Kingshill, High Wycombe
Required in September an experienced teacher to take charge of the VI Form Secretarial Course. The work includes O Level Commerce, office practice, typing, audio and shorthand. Well equipped specialist rooms. Salary on Scale II, with possibility of a house in the grounds for a married candidate.
Please apply with curriculum vitae, copies of 2/3 testimonials and names of two referees, to the Headmaster. (67334) 181818

Computer Studies

Other Assistants

KENT

KING'S SCHOOL
Rochester
HMC: 440 Boys & VI Form Girls
COMPUTER STUDIES
Required for September 1983 graduate to develop Computing through the school, and to guide other departments, including the Junior School, in its use. These activities would in the first instance be combined with some teaching in preferably the Maths or Physics Department.
Further details may be obtained from the Headmaster, to whom applications should be sent together with full curriculum vitae and names of two referees. (67108) 182024

Economics

Other Assistants

BERKSHIRE

DOWNE HOUSE
Cold Ash, Nr. Newbury, Berks
Boarding school for 350 girls with mixed Staff Room.
Head of Economics required for September 1983. Ability to teach Computor Science and/or Junior Mathematics would be an advantage. Experience of 'A' Level teaching in Economics essential.
Burnham Scale 2.
Apply in writing to the Headmistress giving a full C.V. and the names and addresses of 2 referees. (65333) 182224

BIRKENHEAD

BIRKENHEAD SCHOOL
ECONOMIST required for September 1983 to take over small but impressive department with good A and Scholarship record. Good allowance available and possibility of accommodation.
Please apply giving names of two referees to: The Headmaster, 58 Shrewsbury Road, Birkenhead. (65362) 182224

CROYDON

WHITGIFT SCHOOL
Croydon
(HMC 860 Boys)
Required in September, 1983, Graduate to teach POLITICS to G.C.E. A-Level with some History. Politics as a school subject has been successfully developed in recent years and the post would offer scope to an enterprising teacher. Ability to contribute to games and/or other extra-curricular activities an important recommendation.
Salary on Whitgift Scale (above Burnham) according to experience. Possibility of accommodation and up to £500 assistance with removal expenses, etc.
Apply to the Headmaster, Whitgift School, Haling Park, South Croydon CR2 6YT, Surrey, enclosing curriculum vitae and details of two referees. (67222) 182224

CHESHIRE

CRANSLEY SCHOOL
Belmont Hall, Great Budworth, Northwich CW9 6NQ
Independent Day School for Girls
Applications are invited from Hons Graduates in ECONOMICS. Part Time September, to teach this subject to A Level and University Entrance.
Burnham Scale
Letters, C.V. and names of two referees to the Principal. (65466) 182224

SUFFOLK

CULFORD SCHOOL
Bury St. Edmunds
HMC Co-ed 8 - 18, Boarding & Day
Required for September a teacher to be responsible for the organisation of Economics to 'A' level. This is a new appointment to introduce the teaching of Economics as an 'A' level option. Help with some other subject, games and/or extra curricular activities expected.
Scale 2 post available for experienced candidate, but probationers should not hesitate to apply.
Single accommodation available in return for residential duties.
Apply, with full c.v. including names, addresses and telephone numbers of two referees, to The Headmaster, Culford School, Culford, Bury St. Edmunds, Suffolk IP28 6TX. Previous applicants need not reapply. (54245) 182224

TYNE & WEAR

THE KING'S SCHOOL
Tynemouth
Woodward Day School of 890 pupils, mainly boys requires in September 1983 a graduate in Economics. The subject is taken at 'O' and 'A' Level. Candidates should indicate their second teaching subject. Willingness to help with games and school activities will be an advantage. Burnham Scale 2 post available for a suitably qualified and experienced person.
Please apply by letter with curriculum vitae and name and address of two referees to Headmaster, The King's School, Tynemouth, North Shields, Tyne and Wear NE30 4RF. (65496) 182224

English

Heads of Department

KENT

COMBE BANK SENIOR SCHOOL
Sundridge
Nr. Sevenoaks, Kent TN14 6AD
(Independent R.C. Day School, 250 girls 11 - 18)
Required for September 1983 to lead a department and share in teaching at all levels from 11 to A Level and University entrance. A willingness to encourage extra-curricular activities is desirable.
Apply in writing with full curriculum vitae and names (with address and tel. no.) of two referees to the Headmistress. (65335) 182418

KENT

THE SACRED HEART SCHOOL BEECHWOOD
Pembury Road, Tunbridge Wells TN2 3QD
Catholic Independent School for 270 girls, 11 - 18.
HEAD OF ENGLISH
An experienced, imaginative and enthusiastic teacher is sought for this important post - Salary Burnham Scale 2.
Apply with the names and addresses of two referees and a curriculum vitae to the Headmaster, Dr. Fallon, by Tuesday, 15th March. For further details telephone Tunbridge Wells 29193. (65490) 182418

NEWCASTLE UPON TYNE

DAME ALLAN'S GIRLS' SCHOOL
Fowberry Crescent, Fenham, Newcastle upon Tyne NE4 9YJ.
Direct Grant/Independent. 450 Girls. Sixth Form 120
Required for September 1983. An experienced graduate Teacher is required for the post of HEAD OF ENGLISH DEPARTMENT (Scale 3) to be in charge of English teaching throughout the School (10 - 18) including coaching for Oxford and Cambridge Entrance. Applicants will be expected to take a full part in the extra curricular life of the School, and to take responsibility for drama and the school magazine.
Applications should be made in writing to The Headmistress, with full details of curriculum vitae, testimonials and the names and address of two referees. (65290) 182418

Other Assistants

BERKSHIRE

ST. GEORGE'S SCHOOL
Ascot, Berkshire SL5 7DZ
Tel: Ascot 20273 & 22465
Independent Day and Boarding School for Girls
Required for September 1983 Honours Graduate to teach English throughout the school to 'A' level. Interest in extra curricular activities an advantage. Burnham Scale according to qualifications and experience.
Apply to the Acting Headmistress with curriculum vitae and names, addresses and telephone numbers of two referees. Closing date, March 18th. (65373) 182424

BRISTOL

THE RED MAIDS' SCHOOL
Westbury-on-Trym, Bristol BS9 3AW
(450 Girls)
SCALE 2 POST
Required for September 1983, Graduate qualified to teach English throughout the School to 'O' and 'A' level. A scale 2 post is available for an experienced candidate able and willing to edit the school magazine and organise Junior Drama.
Apply to the Headmistress with curriculum vitae and the names and addresses of two referees as soon as possible. (55379) 182424

CHESHIRE

CRANSLEY SCHOOL
Belmont Hall, Great Budworth, Northwich CW9 6NQ
Independent Day School for Girls
Applications are invited from Hons Graduates in ENGLISH April or September. To teach this subject to A level & University Entrance.
Burnham Scale salary according qualifications & experience.
Letters, C.V. and names of two referees to the Principal. (65465) 182424

CORNWALL

TRURO SCHOOL
Cornwall TR1 1TH
(H.M.C. Independent Day and Boarding. 820 boys, 200 in VIth form, including 40 girls)
Required for September, 1983, graduate to teach English to all levels. Please state secondary subjects.
Willingness to help with games and/or extra-curricular activities is an added recommendation.
Apply in writing to the Headmaster with curriculum vitae and names and addresses and telephone numbers of two referees. Please mark envelope 'English'.
Acknowledgements will be sent only to short-listed applicants. (65474) 182424

HERTFORDSHIRE

BERKHAMSTEAD SCHOOL FOR GIRLS
Kings Road, Berkhamstead, Herts, HP4 3BG
Required for September 1983, a well qualified graduate to teach English throughout the Senior School to Oxford and Cambridge entrance standard.
Experience desirable but not essential.
Please apply in writing, with curriculum vitae, and names of two referees to the Headmistress. (38188) 182424

HULL

HYMERS COLLEGE
Hull
H.M.C. 800 boys
Required for September Graduate to teach ENGLISH throughout the school to 'O' and 'A' Level. Applications welcome from both experienced and newly-qualified teachers. Ability to help with games (rugby and cricket) an asset. Burnham Scale 1/II according to qualifications and experience.
Apply to the Headmaster by letter (no forms) giving the usual details and names of two referees. (55256) 182424

LANCASHIRE

BOLTON SCHOOL (GIRLS' DIVISION)
Chorley New Road, Bolton, Lancs BL1 4PB
700 girls (200 in Sixth Form)
Required in September 1983, two well-qualified graduates to teach ENGLISH throughout the school to A-level and Scholarship standards; a keen interest in drama and creative work essential.
Salary: First post - Burnham II.
Second post - Burnham scale for a first appointment.
Apply by letter enclosing C.V., and names and addresses of two referees to the Headmistress from whom further details are available. (No forms). (65469) 182424

LONDON NW1

THE JAPANESE SCHOOL
1 Gloucester Avenue, London NW1 7AP
Wanted qualified English teacher for Japanese children.
The Japanese School Ltd. Tel: 01-485 0661. (65484) 182424

LONDON

KING ALFRED SCHOOL
North End Road, London NW11 7HY
Required in September by this all-age co-educational day school, an independent experienced full or part-time secondary English teacher to 'A' Level.
Please apply in writing to the Head, enclosing two stamped, self-addressed envelopes, for application form.
Burnham Scale, and Outer London Allowance. (67147) 182424

PERTHSHIRE

GLENALMOND
Required for Summer Term, starting April 1983: GRADUATE to teach English and Latin. Willingness to participate in extracurricular activities important. There is a possibility that this may lead to a permanent appointment.
Free single or married accommodation provided. College salary scale above Burnham and Teviot.
Please apply, as soon as possible, with curriculum vitae and names of two referees to the Warden, Trinity College, Glenalmond, Perthshire PH1 3RY, from whom further details can be obtained. (54369) 182424

POWYS

CHRIST COLLEGE
Brecon
Required for September, a well qualified GRADUATE to teach ENGLISH to A-level: extra-curicular contributions essential. Salary Burnham plus: possibility of accommodation for married candidate.
Applications, with curriculum vitae and names of two referees, to The Headmaster, Christ College, Brecon, Powys, LD3 8AG. (54946) 182424

SURREY

Sutton, Surrey. English teacher required in September. Must like hard developing the subject with very small classes. Students 13 - 19 years. Scale I plus ½ increment plus London allowance. Superannuation.
Telephone for details and forms 01-661 9444, Stowford College, 95 Brighton Road, Sutton, Surrey SM2 5SR. (55134) 182424

SUSSEX

ROSEMEAD SCHOOL
Littlehampton
Public School for 250 girls 10 - 18
Required for September a graduate to teach English throughout the school. An interest in one or more of the following areas would be advantageous, Drama, E.F.L., remedial work. The successful applicant would be expected to contribute to a range of activities offered by the department. There is a possibility of accommodation being available.
Apply with c.v. and names and addresses of two referees to the Headmistress. (65486) 182424

WILTSHIRE

ST. MARY'S SCHOOL
Calne
Independent Boarding School for Girls (300)
Required for September, 1983, an experienced English graduate to share in the teaching of the subject to Advanced and University Entrance Level. Interest in Drama and Play Production would be a recommendation.
Burnham Scale II.
Resident or Non-resident post.
Applications in writing with curriculum vitae and name, address and telephone number of two referees to The Headmistress, St. Mary's School, Calne, Wiltshire SN11 0DF. (54941) 182424

WILTSHIRE

ST MARY'S SCHOOL
Calne
Required for the summer term only, a graduate to teach mainly middle school English. Ability to help with drama would be an added recommendation. Part-time appointment.
Apply Headmistress, in writing, with three referees. (54246) 182424

Geography

Heads of Department

WORCESTER

THE ALICE OTTLEY SCHOOL
Worcester
(540 girls in the Senior School, of whom about 100 are in the VI Form)
Required for September 1983, Head of the Geography Department preferably with strength in Human Geography to share in the teaching of Geography throughout the Senior School to Ordinary, Advanced and University Entrance levels. Burnham Scale, Scale II. The Government Superannuation Scheme is in operation.
Please apply to The Headmistress enclosing a Curriculum Vitae, with names and addresses of two referees. (65306) 182618

Other Assistants

BLACKPOOL

ARNOLD SCHOOL
Blackpool
Required for September 1983, well qualified GRADUATE to teach Geography and Geology to 'A' level. Interest in Fieldwork essential. Willingness to participate in extra curricular activities an advantage. Possibility of accommodation for single person.
Apply for further details and application form to the Headmaster's Secretary, Arnold School, Blackpool FY4 1JG (0253 46391). (65381) 182624

HERTFORDSHIRE

HABERDASHERS' ASKE'S SCHOOL
Elstree, Herts. WD6 3AF
(HMC — Independent — 1100 boys — 300 in Sixth)
REQUIRED FOR SEPTEMBER, a well qualified GEOGRAPHY graduate to teach the subject throughout the School — Oxford Geography Project years 11, Schools Council 14-18 'O' level, London 'A' level to Cambridge Scholarship level. First class resources in purpose built department. Vacancy due to promotion to Head of Department elsewhere.
Help with out-of-school activities (eg. games) and General Studies welcome.
Salary generously based on Burnham with possibility of scale 2 or 3. Good London allowance. Removal expenses paid within limits. Government superannuation and free life insurance.
Apply with full tabulated c.v. and names of referees to the Headmaster, without delay. (54370) [illegible]

OXFORD

GEOGRAPHY
Required for September 1983 Graduate to teach Geography to 'A' Level. Scale 1 post second in department. Would suit young teacher seeking first appointment. [illegible] qualification an additional recommendation. Commitment to boarding education essential. Accommodation provided. Kingham Hill School is a Christian foundation boys boarding school, ages 11-18, 240 on roll, many of them admitted through boarding need and financed by the Kingham Hill Trust or by other charities.
Details from, and applications to the Warden, Kingham Hill School, Kingham, Oxon OX7 6TH. Tel: (060 871) 218. (55096) [illegible]

SURREY

Geography teacher required in September. Must like hard work developing the subject with very small classes. Students 13 - 19 years. Scale I plus ½ increment plus London allowance. Superannuation.
Telephone for details and forms 01-661 9444, Stowford College, 95 Brighton Road, Sutton, Surrey SM2 5SR. (55133) [illegible]

WEST SUSSEX

LAVANT HOUSE SCHOOL
Chichester, West Sussex PO18 9AB
Required for September, a Graduate Geography Teacher to teach throughout the Senior School to 'O' and 'A' Level and University Entrance. Burnham Scale 1.
Lavant House is an Independent Boarding and Day School for up to 150 girls aged 8 - 18 years.
Applications, (with names, addresses and telephone numbers of two referees) and curriculum vitae to The Headmistress. (65367) [illegible]

History

Heads of Department

BIRKENHEAD

BIRKENHEAD SCHOOL
HEAD OF HISTORY required for September 1983 to be responsible for organisation of department and for teaching to Advanced and Scholarship level. An important post with Grade 4 or Senior Teacher's allowance and possibility of accommodation.
Please apply giving names of two referees to: The Headmaster, 58 Shrewsbury Road, Birkenhead. (65361) [illegible]

BRADFORD

BRADFORD GIRLS' GRAMMAR SCHOOL
Independent 800 girls
HEAD OF HISTORY
Required for September, a good Honours graduate with good experience to take responsibility for the History Department and to teach throughout the senior school up to A/S level and Oxbridge.
Further details from the Headmistress if required.
Please apply to the Headmistress, giving two names for references. (54613) [illegible]

Other Assistants

EAST SUSSEX

NEWLANDS MANOR SCHOOL
Sutton Place, Seaford BN25 3PL
(Independent Boarding School for Boys)
(Tel: (0323) 890309)
Graduate required for September 1983 to teach History to G.C.E. 'O' level standard.
This will be a residential post, and will incorporate House Duties. Ability to coach Soccer and Cricket will be strong recommendation. Salary Burnham Scale 1.
Write with full details of curriculum vitae to the Headmaster. (67372) [illegible]

LONDON

UNIVERSITY COLLEGE SCHOOL
Frognal, London NW3 6XH
Required for September 1983 a well-qualified graduate to teach History throughout the school to Oxford and Cambridge Scholarship level, with a good proportion of [illegible] teaching. The ability to [illegible] with games will be a further recommendation.
University College School is an independent day school with its own salary scale and the successful candidate will be the fourth member of a lively and successful department. Salary according to qualifications and experience.
Applications, enclosing curriculum vitae and names of two referees, to Head Master's Secretary. Closing date 15th March. (55973) [illegible]

INDEP EDUCATION
continued

GLOUCESTERSHIRE

DEAN CLOSE SCHOOL
H.M.C., 430 pupils, 13 - 18
Co-educational boarding and day
Requires for September 1983 a GRADUATE HISTORIAN to teach up to University Entrance standard. The post would particularly suit someone looking for further experience after 2 or 3 years proven and successful teaching, but applications from newly qualified teachers will also be welcome.
A historian able to contribute on the sports' field would be particularly acceptable, and attention will be paid to all extra-curricular interests.
Applications in the form of letter with curriculum vitae and the names and addresses of two referees should be made to the Headmaster, Dean Close School, Shelburne Road, Cheltenham, Glos GL51 6HE, from whom further particulars may be obtained. (67097) 182824

NORFOLK

CAWSTON COLLEGE
Cawston, Norfolk NR10 4JD
(Associated School of the Woodard Corporation)
Required for September, 1983, a teacher of HISTORY, with some ENGLISH, to teach throughout the school to G.C.E. 'O' level and C.S.E. Previous experience (some five or six years) is highly desirable, as is a real ability and interest in games. The school is seeking to appoint a genuine games player.
Own salary scale; details on request.
Applications, in writing, with full curriculum vitae and the names and addresses of two referees, should be returned to the Headmaster. (67437) 182824

SHROPSHIRE

ELLESMERE COLLEGE
(HMC Woodard - 140 in Sixth Form)
Required for September 1983 a well qualified graduate to teach History throughout the school up to and including scholarship level. A willingness to assist with games - particularly cricket and rugby - would be an advantage. School has its own salary scale and accommodation is available.
Applications with full curriculum vitae and names and addresses of two referees to the Headmaster, Ellesmere College, Ellesmere, Shropshire SY12 9AB. (54124) 182824

Home Economics

Other Assistants

OXON

SIBFORD SCHOOL
Sibford Ferris, Banbury, Oxon OX15 5QL
Required for Easter a Home Economics teacher. Cookery main subject. Temporary appointment for one Term. Possibility of permanent position for single resident.
Apply immediately to the Headmaster with names of two referees. (65365) 183024

OXON

SIBFORD SCHOOL
Sibford Ferris, Banbury, Oxon OX15 5QL
Required for Easter or September a Home Economics Teacher (Scale 2) with cookery as the principal specialisation to be in charge of the department. Practical subjects are a major priority in this mixed 11 - 18 Quaker boarding school which takes children from a comprehensive ability range.
The post has to be combined with a residential Assistant House Mistressship (single accommodation).
Scale I applicants would also be considered.
Apply to the Headmaster with names of two referees. (65399) 183024

SURREY

TEMPORARY NEEDLEWORK SUPERVISOR/TEACHER
Required by small Training Centre for Handicapped young woman undergoing vocational training. Sound knowledge of embroidery essential. Burnham Scale if appropriate. Single Flat available.
Apply the Principal, The Grange Centre, Rectory Lane, Bookham, Surrey (65491) 183024

SURREY

ST. MAUR'S CONVENT
Weybridge, Surrey.
R.C. Independent 450 girls.
Required for September 1983, teacher capable of teaching Home Economics to O level and Religious Education. If only one of these, please state other subjects offered. Applicants should be committed, enthusiastic and willing to play an active part in the life of the school.
Applications by letter, enclosing full CV and names, addresses and telephone numbers of two professional referees, to the Headmistress. [illegible] 183024

Humanities

Other Assistants

Wanted Sept. '83 A graduate in History or Geography. Please forward the replies to Box No. 185 4544 The Times WC1X 8EZ. (65260) 183224

Mathematics

Heads of Department

ISLE OF MAN

KING WILLIAM'S COLLEGE
Isle of Man
Required for September 1983, HEAD OF MATHEMATICS DEPARTMENT to organise the teaching of the subject throughout the school to University Entrance and Scholarship Levels. Traditional courses are offered. A leaning towards Pure Mathematics and an interest in Computer Studies will be advantages. A full commitment to all aspects of life in this boarding/day school will be expected. 370 boys, girls in Sixth Form. Main games rugger, hockey, cricket. Free board and lodging during term for bachelor. Married accommodation available. Low income Tax. Burnham Scale 3 plus K.W.C. allowance.
Applications with curriculum vitae and two referees to (and further details from) The Principal, King William's College, Castletown, Isle of Man (0624 822551). (58116) 183418

SUSSEX

BRIGHTON & HOVE HIGH SCHOOL
G.P.D.S.T.
Montepelier Road, Brighton BN1 3AT
Required for September 1983, well qualified MATHEMATICS GRADUATE as Head of Department, to teach throughout the Upper School (11 - 18, 525 girls) including Advanced Level and Oxbridge entrance (Computer experience useful but not essential).
Salary Burnham 3 (or 4 for suitably experienced applicant).
Please apply in writing with curriculum vitae, testimonials and the names of 2 referees. (54689) 183418

Other Assistants

BERKSHIRE

DOWNE HOUSE
Cold Ash, Nr. Newbury, Berks.
Boarding School for 350 girls with mixed Staff Room
Required for September 1983, a graduate to share in the teaching of the Mathematics department up to university entrance level.
Apply in writing to the Headmistress giving a full C.V. and the names and addresses of 2 referees. (65334) 183424

BERKSHIRE

BEARWOOD COLLEGE
Wokingham, Berkshire
A teacher of Mathematics to all up to O Level is required for September 1983. Help with games and extra curricular activities essential. Accommodation available and a Deputy Housemastership could be offered to Batchelor applicants.
Please apply in writing to the Headmaster, enclosing curriculum vitae and names of two referees. (65456) 183424

CHESHIRE

THE GRANGE SCHOOL
Hartford
Independent Co-educational Grammar School
(630 pupils, including Preparatory Department)
Required for September 1983, GRADUATE teacher of MATHEMATICS to teach throughout the Grammar School. The post is suitable for a newly qualified teacher of ability; assistance with Computer Studies or Economics an advantage. It is expected that the successful candidate will be prepared to make a contribution to extra-curricular activities.
Salary Burnham Scale I.
Applications, by letter, enclosing curriculum vitae, names and addresses of two referees and one SAE please, should be addressed to: The Headmaster, The Grange School, Hartford, Northwich, Cheshire CW8 1LR, as soon as possible. (55346) 183424

CROYDON

WHITGIFT SCHOOL
Croydon
(HMC 860 boys)
Required in September, well-qualified graduate to teach MATHEMATICS throughout the school from junior level to Oxbridge Scholarship standard. Good scope for interest in computing and other applications. Ability to contribute to activities outside classroom an important recommendation.
Salary on Whitgift Scales (above Burnham) according to qualifications and experience. Possibility of accommodation. Assistance with removal expenses, etc.
Apply to the Headmaster, Whitgift School, Haling Park, South Croydon CR2 6YT, Surrey, with details of two referees. (67223) 183424

CROYDON

SHAFTESBURY INDEPENDENT SCHOOL
Godstone Road, Purley, Surrey
(Accredited by I.S.J.C.)
Required September, Graduate in MATHEMATICS to teach up to A level and to be responsible for mathematics throughout the senior school. Help with out-of-school activities desirable.
Small mixed selective day school founded 1976, emphasises work, discipline and personal attention. Salary according to qualifications and experience. Burnham Pension.
Apply with c.v. to the headmaster. (54829) 183424

CROYDON

CROYDON HIGH SCHOOL FOR GIRLS. G.P.D.S.T.
Old Farleigh Road, Selsdon, South Croydon CR2 8YB
Required for September 1983 graduate MATHEMATICIAN to teach part-time throughout the school up to Advanced and Scholarship levels. An interest in statistics would be helpful.
Written applications to the Headmistress with copy testimonial if possible, names and addresses of two academic or professional referees, c.v., s.a.e. (65515) 183424

GRIMSBY

ST. JAMES' SCHOOL
The Choir School of Great Grimsby Parish Church and An Associated School of the Woodard Corporation
Required for September, 1983, MATHEMATICIAN, to join a strong department providing C.S.E., G.C.E. 'O' and 'A' level courses. Computer Science is also taught to 'A' level.
Candidates must be resident and preference will be given to those prepared to assist on the Games Field (Rugby and Cricket). A willingness to sing in the Parish Church Choir (Alto, Tenor or Bass) would be an additional recommendation.
Apply, giving C.V. and names of two referees, to the Headmaster, 24 Bargate, Grimsby, DN34 4SY. Enclose S.A.E. (58361) 183424

GUILDFORD

ROYAL GRAMMAR SCHOOL
Guildford
(HMC - 700 boys 11 to 18)
Required in September, a Graduate to teach Mathematics throughout the school, up to and including university entrance. This is an opportunity to join a successful department at a school where academic standards are high. Ability and willingness to help with extra-curricular activities such as rugby and cricket, CCF and Scouts, will be an advantage. Salary: Burnham plus. Scale 2 available for suitably qualified and experienced candidate. Possibility of help with accommodation.
Applications, in the form of a curriculum vitae supported by a letter of application quoting at least two referees, should be submitted a soon as possible to the Headmaster, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. (65330) 183424

HAMPSHIRE

BEDALES SCHOOL
Petersfield, Hampshire GU32 2DG
HMC co-ed 13 - 18 Boarding
GRADUATE required for September 1983 to teach MATHEMATICS AND COMPUTING throughout the School to Open Scholarship level. Burnham plus, initial salary according to experience
Applications in writing to the Headmaster giving full details and names of three referees. (54114) 183424

ISLE OF MAN

KING WILLIAM'S COLLEGE
Isle of Man
Required for September 1983, Graduate MATHEMATICIAN to teach throughout the school to University Entrance. A leaning towards Pure Mathematics and a keen interest in Computer Studies will be advantages. Great opportunities to be fully involved in life of this boarding/day school. 370 boys, girls in Sixth Form. Main games are rugger, hockey, cricket; ability to coach an advantage and in some measure essential. Free board and lodging during term for bachelor. Married accommodation available. Low income Tax. Burnham Scale 2 plus K.W.C. allowance.
Applications with curriculum vitae and two referees to (and further details from) The Principal, King William's College, Castletown, Isle of Man (0624 822551). (55115) 183424

KENT

COMBE BANK SENIOR SCHOOL
Sundridge, Nr. Sevenoaks, Kent TN14 6AD
Independent R.C. Day School, 250 girls 11 - 18
requires for September 1983 a well qualified graduate to teach Mathematics throughout the school. An interest in computers and a willingness to encourage extra curricular activities is an advantage.
Apply in writing with full curriculum vitae and names, addresses and phone nos. of two referees to the Headmistress. (65336) 183424

LIVERPOOL

LIVERPOOL COLLEGE
(H.M.C. Day and Boarding)
Required for September 1983 for Upper School (370 boys over 13; 120+ in Sixth Form, with some girls) Teacher of MATHEMATICS. This post could be residential; otherwise, accommodation available.
Applications, with curriculum vitae and the names of 3 referees, to the Headmaster, Liverpool College, Mossley Hill, Liverpool L18 8BE. (55113) 183424

NORTH YORKSHIRE

AMPLEFORTH COLLEGE
A graduate is required for September 1983, to teach Mathematics throughout the school up to advanced/scholarship level. There would be scope for someone with suitable interest and experience to develop the existing computing at the school, but this is not a requirement.
Apply with curriculum vitae and names of two referees to: The Headmaster, Ampleforth College, York YO6 4ER. (38185) 183424

SHROPSHIRE

SHREWSBURY SCHOOL
MATHEMATICIAN
Shrewsbury School require a graduate Mathematician who can also teach some Physics for September 1983. The post might suit someone who has recently graduated. A willingness to help with extra-curricular activities is essential.
Applications, together with the names, addresses, and telephone numbers of two referees, should be sent to the Headmaster, The Schools, Shrewsbury, Shropshire SY3 7BA from whom further details may be obtained. (67318) 183424

SHROPSHIRE

ELLESMERE COLLEGE
(HMC Woodward - 140 in Sixth Form)
Required for September 1983, a well qualified graduate to teach Mathematics throughout the school and have special responsibility for computer education.
Applications with full curriculum vitae and names and addresses of two referees to the Headmaster, Ellesmere College, Ellesmere, Shropshire SY12 9AB. (54123) 183424

SURREY

REIGATE GRAMMAR SCHOOL
Reigate Road, Reigate RH2 0QS
(H.M.C. Independent: 860 boys aged 10 - 18: 40 girls in sixth form)
Required for September 1983, honours GRADUATE to share the teaching of MATHEMATICS throughout the school. The successful applicant will join a strong department offering a full range of well-established courses to Oxford and Cambridge entrance standard. Help with extra-curricular activities or games an advantage.
Initially a Scale 2 post is available for a suitably experienced candidate, although we should also welcome applications from newly qualified mathematics specialists. Assistance with removal expenses in approved cases.
Apply by letter to the Headmaster by 14th March giving full personal details and the names and addresses of two referees. (67200) 183424

SURREY

CHARTERHOUSE
Mathematician for September 1983 to teach Mathematics to A. Level and university scholarship, with special interest in developing computing.
Applications with c.v., and telephone numbers, and names, addresses and telephone numbers of two referees to Headmaster, Charterhouse, Godalming, Surrey. (38324) 183424

SURREY

Sutton, Surrey. Mathematics, Computer, Acounts teachers required in September. Must like hard work developing subjects with very small classes. Students 13 - 19 years. Scale I plus ½ increment plus London Allowance. Superannuation.
Telephone for details and forms 01-661 9444, Stowford College, 95 Brighton Road, Sutton, Surrey SM2 5SR. (55132) 183424

SURREY

GREENACRE SCHOOL
Sutton Lane, Banstead, Surrey
Girls' Public School.
Required for September, full or part-time Mathematician for 'A' Level Pure Maths., 'O' Level and CSE work. Ability to teach Statistics an advantage.
Apply to the Headmistress with c.v., two professional testimonials and names of two referees. (65554) 183424

SUSSEX

ST. MARY'S HALL
Brighton
Church of England Public School For Girls
(approx 370)
Required for September, 1983, a fully qualified graduate to teach Mathematics up to 'A' level, and University Entrance standard, and preferably able to offer some middle school General Science. Experience not essential. Salary: Burnham Scale with Government Superannuation.
Apply in writing with curriculum vitae and names and addresses of two referees to the Headmistress, St. Mary's Hall, Eastern Road, Brighton, Sussex BN2 5JF. (65350) 183424

SUSSEX

SEAFORD COLLEGE
Petworth, Sussex
MATHEMATICS
Assistant Master required in September 1983 to teach 'O' level S.M.P. Possibility of Sixth Form work for well-qualified candidate. Accommodation available. Burnham Scale plus Seaford allowance. Interest in extra-curricular activities, in a country boarding school for boys a definite advantage. Post would suit a recently qualified candidate.
Particulars: Headmaster's Secretary, Seaford College. (67430) 183424

SUSSEX

ST. BEDE'S SCHOOL
The Dicker, Hailsham, E. Sussex BN27 3QH
We require for September 1983 a teacher of Mathematics to 'A' level who could also assist in the Science of Computing departments.
St. Bede's is an expanding co-educational school and the successful applicant would be joining a lively and ambitious staff and expected to take part in an outstandingly wide extra-curricular programme.
Residential if required.
Please apply, in writing, with full C.V. and names of two referees to The Headmaster. (65307) 183424

Modern Languages

Other Assistants

CHESHIRE

THE GRANGE SCHOOL
Hartford
(630 pupils, including Preparatory Department)
Required for September 1983, GRADUATE teacher of FRENCH & SPANISH to teach throughout the Grammar School. A willingness to make a significant contribution to extra-curricular activities is important. The post is suitable for a newly qualified teacher of ability.
Salary Burnham Scale 1.
Applications, by letter, enclosing curriculum vitae, names and addresses of two referees and one SAE please, should be addressed to: The Headmaster, The Grange School, Hartford, Northwich, Cheshire CW8 1LR, as soon as possible. (55347) 183624

DURHAM

DURHAM HIGH SCHOOL
Farewell Hall, Durham City
Tel: Durham (0385) 43226
Required, September 1983, teacher of GERMAN preferably with some experience, to be responsible for the subject to Advanced and Oxbridge levels within a flourishing Modern Languages department.
Application forms can be obtained from the Secretary and should be returned to the Headmistress by Friday 18th March. (55362) 183624

LONDON N6

CHANNING SCHOOL
Highgate
Independent day school for girls:
About 300 girls : 11 - 18 years old
Required for September 1983, to teach French throughout the school up to and including Oxbridge, second in the Department - a suitably qualified graduate.
Burnham Scale 1, maximum London allowance, Government superannuation.
Applications to the Headmistress, Channing School, Highgate, London N6 5HF, enclosing curriculum vitae and the names and addresses of referees. (65497) 183624

LONDON N16

BEIS SHAMMAI GRAMMAR SCHOOL
14 Heathland Road N16
Experienced, qualified teacher required to teach French to 'A' Level as from September '83.
Scale 2 post could be available.
Applications with c.v. to the Headteacher. (65492) 183624

LONDON SE21

DULWICH COLLEGE
London SE21 7LD
Required for September, 1983, an Honours Graduate to teach French to Open Advanced Level.
Salary above Burnham with Inner London Allowance.
Applications, as soon as possible, including c.v. and the names, addresses and telephone numbers of two referees, to the Master, from whom further particulars may be obtained. (65291) 183624

LONDON SW19

KING'S COLLEGE SCHOOL
Wimbledon Common SW19 4TT
HMC 650 boys 13 - 18
Required for September 1983, A GRADUATE LINGUIST to teach French throughout the School. There are six members of the Modern Languages Department and over forty boys are studying French at 'A' level. The Department operates a recently installed language laboratory.
This appointment is particularly suitable for a graduate entering teaching or for an established teacher seeking experience in a large department.
Salary will depend on qualifications and experience but will not be less than Burnham Scale 2.
Applications, enclosing a curriculum vitae together with the names of two referees, should be addressed to the Head Master's Secretary, from whom further information about the post is also available (01-947 9311). (65284) 183624

MIDDLESEX

NORTH LONDON COLLEGIATE SCHOOL
Canons, Edgware, Middlesex HA8 7RJ
Required for September 1983, a highly qualified honours graduate Assistant Teacher to organise the teaching of GERMAN in a large and lively Modern Languages Department, consisting of a Head of Modern Languages, seven Assistant Teachers and three Language Assistants. Application to teach both German and French throughout the School to Oxford and Cambridge University entrance.
Application by letter to the Head Mistress, at the address above, giving names of two referees. Burnham Salary scale to be dependent on experience and qualifications. (55350) 183624

POWYS

POWIS COLLEGE FOR INDEPENDENT SCHOOLS/MODERN LANGUAGES SECTION
Welshpool, Powys, SY21 9BU
Young graduate, with some experience, for residential post, commencing September 1983 or possibly sooner, teaching French to boy boarders and co-educational day pupils, initially to O Lvel but must be able to progress to A Level work.
Interesting position in small expanding school for adaptable person to join a team of enthusiastic young masters. Burnham Scale 1.
Ability to take Games and Hobby Groups essential together with a clean driving licence.
Applications should be submitted to the Principal giving full Curriculum vitae, interests and the names of two referees. (54118) 183624

SOUTHAMPTON

KING EDWARD VI SCHOOL
Southampton
(HMC: 840 Boys: 230 in Sixth Form)
REQUIRED FROM SEPTEMBER 1983: a teacher of FRENCH. Scale 1 post.
Full details from the Head Master, Mr. C. Dobson, at the School, Kellett Road, Southampton SO9 3FP, to whom applications (no forms) should be sent, together with the names and addresses of two referees, to reach the School by 8 March 1983. (65293) 183624

Music

Heads of Department

WEST YORKSHIRE

FULNECK GIRLS' SCHOOL
Pudsey, West Yorkshire
Tel: (0532) 570235
Independent School
Moravian Foundation
Day and Boarding 450 girls
HEAD OF MUSIC
For September 1983. Experienced graduate required to teach the subject to O and A levels.
Must be an accomplished pianist.
Apply by letter (no forms) to the Headmistress giving details of career and the names and addresses of two professional referees, and enclosing two testimonials. Applications should be submitted by March 14th, 1983. (67238) 183818

BEDALES SCHOOL
Petersfield,
Hampshire GU32 2DG
HMC Co-ed 11-18 Boarding
HEAD OF MODERN LANGUAGES
Required from September, 1983 a Head of Modern Languages to take charge of language teaching from 13 to 18 and to advise on language teaching in the lower age range. The successful applicant will have French as their main language and German as a second language. Burnham scale plus, not less than Scale 3.
Applications in writing to the Headmaster giving full details and names of three referees.

INDEPENDENT MUSIC
continued

Other Assistants

BERKSHIRE

BEARWOOD COLLEGE Wokingham, Berkshire. A teacher of Music is required for September 1983. A suitable applicant would become Director of Music in January 1984. All round ability essential. Married or Batchelor accommodation available. A Deputy Housemastership could be offered to Batchelor applicants.
Please apply in writing to the Headmaster enclosing curriculum vitae and names of two referees. (65457) 183824

DORSET

SHERBORNE SCHOOL Dorset

Applications are invited for a full-time teacher of the Piano/Organ, and Music to 'A' Level.

For further details apply to the Headmaster's Secretary. (65405) 183824

GUILDFORD

ST. CATHERINE'S SCHOOL Bramley, Guildford Church of England Independent School for 550 girls
Required for September, a teacher of VIOLIN and a teacher of FLUTE, each able to offer up two and a half days a week.
Letters of application, giving details of qualifications and experience, plus the names of two referees, to the Director of Music, St. Catherine's School, Bramley, Guildford, Surrey. GU5 0DF. (54948) 183824

LONDON E17

FOREST SCHOOL
Required in April a flute teacher for two days per week. Salary based on Burnham Scale with allowance for experience.
Applications to the Director of Music with c.v. and names of two referees. (65292) 183824

LONDON

ST. DUNSTAN'S COLLEGE SE6
CELLO TEACHER required from September 1983 for one day a week initially. Details available on 690 1274. (65337) 183824

STAFFORDSHIRE

DENSTONE COLLEGE MUSIC
The School requires for September (or earlier) a well-qualified musician to share the work of an expanding department (of three). In addition to playing a full part in the musical life of the College, both inside and outside the classroom, the successful candidate would be expected to undertake individual instrumental tuition of pupils at Denstone, and the College's Preparatory School, Smallwood Manor, some 10 miles away.
Applications, which should include a full curriculum vitae and the names of two referees, should be sent to the Headmaster, Denstone College, Uttoxeter, Staffs ST14 5HN, from whom further details may be obtained. (65489) 183824

Pastoral

Other Assistants

KENT

WEST HEATH Sevenoaks (Independent 140 girls (130 boarders) 12 - 18 years)
REQUIRED SEPTEMBER 1983, Resident Assistant Housemistress for pastoral care and supervisory duties (12 - 15 years). Teaching or non-teaching post.
Free board in term-time; accommodation available in holidays.
For details send sae to Principal. (54137) 184024

BERKSHIRE

DOUAI SCHOOL (Roman Catholic - Benedictine) (323 boys, boarding, 11 - 18 years)
REQUIRED FOR SEPTEMBER 1983 Young graduate as resident ASSISTANT HOUSEMASTER for the Junior House (50 boys, 11 - 13), subject speciality Mathematics or English. Teaching opportunities also in Senior School. Suitable first appointment.
We would welcome a teacher willing to share his own particular interests in extra-curricular activities such as sport, music, or technical and practical hobbies, in a Benedictine school.
Burnham scale and responsibility allowance.
Apply in writing with CV and names of two referees to the Headmaster, Douai School, Upper Woolhampton, Reading, Berks RG7 5TH. (67174) 184024

NORTH YORKSHIRE

QUEEN ETHELBURGA'S SCHOOL Harrogate Woodard Corporation Boarding School for 200 girls 11 - 18
Required for September 1983, due to retirement, a HOUSEMISTRESS for a Boarding House accommodating 50 girls age 11 - 18.
Applications are invited from qualified and experienced Teachers with a real interest in Pastoral Care to take on this stimulating and rewarding post. The Housemistress is assisted by a Matron and Assistant Matron, both fully resident.
Reduced teaching timetable, most subjects considered.
Salary Burnham Scale plus House Mistress allowance.
Apply in writing, with curriculum vitae and the names of two referees, to the Headmaster, Queen Ethelburga's School, Harrogate, North Yorkshire HG3 3SG, from whom further particulars may be obtained. (54075) 184024

NORTH YORKSHIRE

HARROGATE COLLEGE Independent Public School for Girls (440 girls, mainly boarding)
Required for September 1983. Resident Housemistress to take charge of boarding house of 45 girls, aged 10 - 17, sharing the responsibility with a full-time matron. Teaching or non-teaching. A Scale 2 responsibility allowance is available to a suitably qualified and experienced candidate.
Further details of the post may be obtained from the Headmistress, Harrogate College, Clarence Drive, Harrogate to whom letters of application, enclosing curriculum vitae and names and addresses of two referees should be sent. (65454) 184024

SOMERSET

WELLS CATHEDRAL SCHOOL Wells, Somerset BA5 2SZ

HMC GBA

(Co-educational Boarding and Day 490)

The post of resident assistant house mistress in senior girls' house is available in September. A qualified and enthusiastic teacher of any subject who is also prepared to undertake games commitments is sought. She will be responsible for the domestic affairs of the house and will assist with pastoral care.

Salary Burnham Scale 1, with good accommodation and meals in term without charge.

Write immediately to Head Master for further details or Tel: Wells (0749) 72117. (55349) 184024

WORCESTERSHIRE

ABBEY INTERNATIONAL COLLEGE
Required for April, 1983: HOUSEMASTER for a house of sixty boys. Would suit a married couple, offering a combination of Economics, Mathematics, Games.
Apply: The Headmaster, Abbey International College, Wells Road, Malvern Wells, Worcestershire. (67348) 184024

Physical Education

Heads of Department

LONDON

DULWICH COLLEGE London SE21 7LD
Required for September 1983, a Director of Physical Education, leading a department of five specialists. The school, surrounded by over 50 acres of grounds and playing fields, has outstanding facilities for a wide range of activities and there is scope for further development.
Dulwich has its own salary scales, which are substantially in excess of Burnham. It is likely that accommodation will be available for a married person requiring it.
Applications, as soon as possible, by letter, giving full curriculum vitae and the names, addresses and telephone numbers of two referees, to the Master from whom further particulars may be obtained. (54122) 184218

Other Assistants

BRADFORD

BRADFORD GRAMMAR SCHOOL Keighley Road, Bradford BD9 4JP
There will be a vacancy in September 1983, for a well-qualified teacher of Physical Education and Games, preferably with special interests in Athletics and Rugby Football. Ability to teach one academic subject is also desirable. This post will be suitable for a newly qualified teacher. Salary (above Burnham) will be according to qualifications and experience.
Letters of application and curriculum vitae, together with the names of two referees should be sent to the Headmaster as soon as possible. (65325) 184224

DORSET

CROFT HOUSE SCHOOL Shillingstone, Blandford, Dorset
Required in April an energetic, qualified mistress to take charge of the Physical Education at this girls Independent Boarding School, with age range 11 - 18. Burnham Scale 1. A temporary appointment might be considered.
Applications with curriculum vitae and names and addresses of two referees to the Headmistress. (55371) 184224

NORTH YORKSHIRE

AMPLEFORTH COLLEGE Required from September 1983, graduate with P.E. qualifications. Limited P.E. programme, Games coaching, some classroom work. The School has its own salary scale related to Burnham.
Apply with full curriculum vitae and names of two referees to: The Headmaster, Ampleforth College, York YO6 4ER. (67116) 184224

Religious Education

Heads of Department

BIRMINGHAM

EDGBASTON HIGH SCHOOL FOR GIRLS Birmingham
Required for September 1983 well qualified and experienced graduate to be Head of the Religious Education Department, and to teach throughout the School, including 'A' level work.
Salary on the Burnham Scale 2 - 3.
The School is situated in a pleasant residential area south of the city centre.
Applications should be made with the names and addresses of two referees, to the Headmistress at Edgbaston High School, Westbourne Road, Birmingham B15 3TS. (67303) 184418

Other Assistants

IPSWICH

ST. JOSEPH'S COLLEGE Ipswich
Required for September 1983, Head of Religious Education in this Roman Catholic Independent School run by the De La Salle Brothers. Burnham Scale 3 or 4.
Apply with names of two referees to the Headmaster. (55370) 184424

LONDON

ALLEYN'S SCHOOL Dulwich
H.M.C. Independent (ex Direct Grant) and Co-educational. 900 pupils, 260 in the 6th form
Required for September, 1983, an experienced teacher of Religious Education to teach Part-time (a minimum of three days per week) with the possibility eventually of becoming full time. Pupils in the first five years cover a broad syllabus in the subject. Salary will be on Alleyn's scales (above Burnham).
Applications should be made as soon as possible to the Headmaster, Alleyn's School, Townley Road, Dulwich, S.E.22, giving a full curriculum vitae and the names and telephones numbers of two referees. (55250) 184424

SURREY

PARSONS MEAD Ashtead, Surrey

Girls' Independent Day and Boarding School

GBGSA & GSA Member - Senior School 280 Girls

Required in September, 1983 - a graduate teacher of Religious Education to teach the subject to 'O' and 'A' level and take charge of the subject throughout the Senior School. A Scale post is available to suitably qualified applicant. Burnham Scale, London Fringe Allowance, Government Superannuation.

Apply, in writing, to Headmistress with names of two referees. (54939) 184424

Science

Heads of Department

LONDON

FRANCIS HOLLAND SCHOOL Clarence Gate, N.W.1
Required in September, 1983, an experienced graduate to teach Biology throughout the school to A and S level and (for a suitable applicant) to be head of the Science Department. Scale 2 or 3 post.
Apply at once, in writing (no forms) to the headmistress, with curriculum vitae and the names, addresses and daytime telephone numbers of two referees. (54140) 184818

Other Assistants

BERKSHIRE

ETON COLLEGE

Two PHYSICISTS, to teach in an expanding department, required for September 1983 to teach throughout the school. Recent graduates or candidates with experience will be equally welcome. Eton salary scale. Accommodation provided.

Applications, including curriculum vitae and names, addresses and telephone numbers of three referees, to the Head Master, Eton College, Windsor, Berkshire from whom further details can be obtained. (67309) 184824

CHESHIRE

CRANSLEY SCHOOL Belmont Hall, Great Budworth, Northwich CW9 6NQ
Independent Day School for Girls
Applications are invited from Hons. Graduates in PHYSICS Part/Fulltime - September. CHEMISTRY Part/Fulltime - September, to teach these subjects to A level and University Entrance.
Burnham Scale.
Letters, CV and names of two referees to the Principal. (65467) 184824

CORNWALL

TRURO SCHOOL Cornwall TR1 1TH (H.M.C. Independent Day and Boarding. 820 boys, 200 in VIth form, including 40 girls)
Required for September, 1983, graduate to teach Chemistry in Junior Forms and to 'O' level, possibly with some Junior Biology.
Willingness to help with games and/or extra-curricular activities is an added recommendation.
Apply in writing to the Headmaster with curriculum vitae and names, addresses and telephone numbers of two referees. Please mark envelope 'Chemistry'.
Acknowledgements will be sent only to short-listed applicants. (65475) 184824

DEVON

CHEMISTRY TEACHER
Non-residential Scale 2 post. Applications are invited for the position of Chemistry teacher. Applicant should be enthusiastic, sound in theory and PRACTICAL work and able to teach confidently to A level/University entrance standard. A good track record of A level passes desirable. Laboratory equipped to an excellent standard enabling a comprehensive range of experiments to be demonstrated by the teacher and performed by the pupils under supervision. Small classes. The successful candidate will be required to assist with Junior Physics. Ability to assist with Junior games (rugby and cricket) would be helpful. Bramdean School was founded in 1907 and is an independent day and weekly boarding school for boys. Age range, Preparatory School 6 - 13 plus, Senior School 13 - 18 years. Emphasis on gentlemanly behaviour.
Please apply in the first instance to The Headmaster, Bramdean School, Heavitree, Exeter. Tel: 73387. (54065) 184824

DORSET

THORNLOW SCHOOL Weymouth (Day/Boarding, 150 boys 11 - 17)
Required for September 1983, graduate master to teach Physics to 'O' level. Resident single accommodation provided. Willingness to be fully involved in school life essential. Experience with computers an advantage. Government Superannuation and Burnham Sc. 1 or 2 according to qualifications and experience.
Apply to Headmaster with curriculum vitae and names and addresses of two referees. (67329) 184824

ESSEX

GOSFIELD SCHOOL, Halstead, Essex CO9 1PF (130 boys, 8 - 16 years)
Required for Summer term, 1983 commencing 18th April. Single resident teacher of General Science including Chemistry to O Level. Help with sport and/or Scouting an asset. Boys Boarding School.
Burnham Scale 1.
Apply in writing to the Headmaster giving names and addresses of two referees. (65468) 184824

GLOUCESTERSHIRE

DEAN CLOSE SCHOOL

H.M.C., 430 pupils, 13 - 18

Co-educational boarding and day

Requires for September 1983 a PHYSICIST to teach up to University Entrance standard. The School has fine facilities including both computing and electronics laboratories. An interest in astronomy or electronics would be an advantage.

Applications in the form of a letter with curriculum vitae and the names and addresses of two referees should be made to the Headmaster, Dean Close School, Shelburne Road, Cheltenham, Glos GL51 6HE, from whom further particulars may be obtained. (67098) 184824

GLOUCESTERSHIRE

WYCLIFFE COLLEGE (HMC Gloucestershire)
A Graduate Assistant Biologist required for September 1983. Must be able to teach throughout the school (13 - Oxbridge). Games skills a distinct advantage (from the range of rugby/cricket/sub aqua/Scouting/CCF) but competent, enthusiastic teacher is prime need. Scale 3 post. Help with accommodation possible.
Write immediately with curriculum vitae and names and telephone numbers of two referees to the Headmaster. Wycliffe College, Stonehouse, Glos. Tel: Stonehouse (045 382) 2432. (54257) 184824

GWENT

MONMOUTH SCHOOL Monmouth, Gwent NP5 3XP HMC, 530 boys 11 - 18, boarding and day
Required for September 1983 a graduate to teach Physics at all levels. An interest in Electronics and/or Computer application would be welcomed, as would be any strong secondary scientific interest such as Astronomy or Photography.
A new Science Block which has just been completed would ensure that the successful candidate would be working under ideal conditions in his own fully equipped laboratory.
Willingness to take a full part in extra-curricular activities essential. Own salary scale.
For further details write to the Headmaster, to whom all applications, together with full curriculum vitae and the names of two referees, should be sent as soon as possible. (54221) 184824

KENT

KING'S SCHOOL Rochester HMC- 440 Boys & VI Form Girls.
PHYSICS
Required for September 1983 a GRADUATE to teach Physics to A level and University entrance. The post could be either as second in the Department for someone with experience, or as a first post for a young person of ability. Single accommodation is provided; married accommodation could be available.
Further details may be obtained from the Headmaster, to whom application should be made with curriculum vitae and names of two referees. (67109) 184824

LANCASHIRE

BOLTON SCHOOL (HMC/2ND DAY SCHOOL- PUPILS 11/18)
Required for September 1983 a graduate to teach PHYSICS with MATHEMATICS throughout the school. Both Departments have an excellent record of academic achievement, and the person appointed would be expected to take a full share of the work. Ability to assist with games will be a particular recommendation.
Applications, with Curriculum Vitae, and names and addresses of two referees, to The Headmaster, Bolton School, Bolton BL1 4PA Lancashire, as soon as possible please. (67302) 184824

LONDON

(ESSEX)
CHIGWELL SCHOOL HMC - 500 boys/Sixth Form Girls
Required for September 1983, graduate to teach Physics and Chemistry to 'O' Level. Salary above Burnham 2. Accommodation.
Further details from, and applications to: The Headmaster, Chigwell School, Chigwell, Essex IG7 6QF. (54641) 184824

LONDON

WIMBLEDON HIGH SCHOOL G.P.D.S.T.
Required for September 1983, Assistant to teach Biology throughout the senior school including A level and university entrance. London Weighting. Burnham Scale. Previous experience desirable but not essential.
Applications in writing enclosing curriculum vitae and names and addresses of two referees should be sent to The Headmistress, Wimbledon High School GPDST., Mansel Road, London SW19 4AB. (54526) 184824

NORFOLK

CAWSTON COLLEGE Cawston, Norwich NR10 4JD (Associated School of the Woodard Corporation)
Required for September 1983, a CHEMIST to teach throughout the school up to G.C.E. 'O' level and C.S.E. with some Mathematics.
Previous experience (two or six years) is desirable, as is a real ability and interest in games. The school is seeking to appoint a genuine games player.
Own salary scale: details on request.
Applications, in writing, with full curriculum vitae and the names and addresses of two referees, should be sent to the Headmaster. [illegible]

NOTTINGHAMSHIRE

TRENT COLLEGE Long Eaton, Nottingham. (HMC 575 pupils aged 11-18, of whom 310 are Boarders, 190 in Sixth Form including 50 girls)
Required for September 1983 an experienced graduate as Head of Chemistry in this successful and popular Department of four. There are six sets in the Sixth Form. Accommodation may be available. Assistance with Games and Activities is an advantage in this predominantly boarding school. Burnham plus.
Applications to Headmaster, with names of two referees. (65565) [illegible]

OXFORDSHIRE

SHIPLAKE COLLEGE Henley on Thames, Oxon RG9 4BW
Graduate required September 1983 to teach Physics throughout the school up to 'A' level. The College has new, well-equipped laboratories.
A willingness to participate in the coaching of games (rugby, hockey, cricket, rowing) and to contribute to the extra-curricular activities of a boarding school will be looked for.
This post would suit a recent graduate or someone contemplating a first move.
Apply with Curriculum Vitae, details of interests and names and addresses of two referees to the Headmaster, from whom further details may be obtained. (65264) [illegible]

POWYS

CHRIST COLLEGE Brecon
Required for September, a well qualified GRADUATE to teach PHYSICS to A-level; experience in Application of Physics, Technology or Engineering essential. Salary Burnham possibility of accommodation for married candidate.
Applications with curriculum vitae and names of two referees, to the Headmaster, Christ College, Brecon, Powys, LD3 8AG. (54945) [illegible]

SHROPSHIRE

SHREWSBURY SCHOOL PHYSICIST
Shrewsbury School requires a graduate Physicist who can also teach some Mathematics for September 1983. This post might suit someone who has recently graduated. A willingness to help with extra-curricular activities is essential.
Applications, together with the names, addresses, and telephone numbers of two referees, should be sent to the Headmaster, The Schools, Shrewsbury, Shropshire SY3 7BA from whom further details may be obtained. (67311) [illegible]

SHROPSHIRE

SHREWSBURY HIGH SCHOOL Girls' Public Day School Trust 32 Town Walls, Shrewsbury, Shropshire SY1 1TN
Required for September 1983, Graduate to share in the teaching of Physical Science in the lower part of the school and to share Ordinary and Advanced Level work in Physics.
Burnham Scale 1 or 2 according to qualifications and experience. Please apply as soon as possible, giving names and addresses of two referees. (55297) [illegible]

STOCKPORT

STOCKPORT GRAMMAR SCHOOL Independent - HMC Founded 1487 Boys and Girls
A part time CHEMISTRY SPECIALIST is required for September 1983 to teach Chemistry throughout the school. The school is expanding its numbers and admitted girls for the first time in September 1980. An ability to help with games and other extra curricular activities would be a strong advantage. Salary according to qualifications, age and experience.
Please apply giving names of two referees to the Headmaster, Stockport Grammar School, Stockport SK2 7AF from whom further details can be obtained. (57335) [illegible]

SURREY

Sutton, Surrey. Physics, Biology, Technical [illegible] teachers required in September. Must like hard work with developing subjects. Students 13 - 19 years. Small classes. Scale 1 plus 14 increment. Superannuation allowance. Telephone for details [illegible] forms 01-661 9444 [illegible] College, 98 Brighton Road, Sutton, Surrey SM2 [illegible] (55133) [illegible]

SUSSEX

Master required to teach Chemistry to A level in West Sussex boarding school. Full boarding commitment looked for. Recently qualified single person. [illegible] applicants considered. Applications to Headmaster, Slindon College, Arundel. Tel: 024-365 [illegible] (65355)

CLAYESMORE SCHOOL
Blandford Forum
Dorset DT11 8LL
6th Form of 100

CHEMISTRY TEACHER

Wanted for September 1983, a Chemistry Graduate to teach Chemistry to 'O', 'A' and 'S' levels and university entrance in this co-educational boarding school.

Ability to assist with games and extra-curricular activities essential.

Further details available from the Headmaster to whom applications should be made with the names and addresses of two referees.

INDEPENDENT SCIENCE
continued

WEST MIDLANDS

SOLIHULL SCHOOL West Midlands (H.M.C. Independent 880 boys, 240 in Sixth Form including 60 girls)
Required for September Graduate CHEMIST to teach Chemistry from 13+ and Nuffield Combined Science at 11+ and 12+.
An ability and willingness to assist with games/activities will be an additional recommendation.
Salary: Burnham plus £300 (Scale 2 available for suitably qualified applicant).
Removal expenses up to £250.
Apply with curriculum vitae and names and addresses of two referees to the Headmaster. (67305) 184824

WEST MIDLANDS

SOLIHULL SCHOOL West Midlands (H.M.C. Independent 880 boys, 240 in Sixth Form (including 60 girls)
Required for September. Young graduate BIOLOGIST to teach Biology from 13+ and Nuffield Combined Science at 11+ and 12+.
An ability and willingness to assist with games/activities will be an additional recommendation.
Salary: Burnham plus £300. Removal expenses up to £250.
Apply with curriculum vitae and names and addresses of two referees to the Headmaster. (67306) 184824

Speech and Drama

Heads of Department

BERKSHIRE

WELLINGTON COLLEGE DIRECTOR OF DRAMA SEPTEMBER 1983.
The successful candidate will be expected to undertake a ⅓ or teaching time-table in some other discipline (preferably, but not necessarily, English). The College has a fine modern Theatre and a respected tradition of drama.
Requests for further details and applications together with c.v. and names of 2 referees should be sent to The Master, Wellington College, Crowthorne, Berks. Closing date for applications: 14th March. (65313) 185218

Other than by Subject Classification

Other Assistants

HAMPSHIRE

ST. NICHOLAS' SCHOOL Fleet, Hants
Required for September 1983, Graduate Teacher of History to teach the full range up to 'A' and 'S' Level. Ability to offer a second subject an advantage - preferably Economics.
Also required for September 1983 Graduate Teacher of Maths and Physics. Candidate must be capable of teaching Maths and Physics to 'A' Level, and be prepared to develop computer studies introduced in September 1983. Energy, enthusiasm and willingness to take a full part in the life of the School essential.
Apply in writing to the Headmistress giving curriculum vitae and names of two referees. (54119) 185624

LONDON NW11

Private Jewish Senior Girls' School has immediate vacancies for part-time (afternoons) English & Geography teachers (up to O Level).
Apply with C.V. to Mrs. L. Berish, 26 Woodstock Avenue, London NW11. (65396) 185624

LONDON

DAVIES'S COLLEGE 66 Southampton Row WC1B 4BY
Required for September, a full-time tutor to teach Computer Science and possibly some Mathematics to G.C.E. 'O' and 'A' Levels. The successful candidate will also be asked to assist in programming microcomputers for use in various teaching departments. Industrial experience will be an advantage, but is not essential.
This is an independent College of Further Education in which all the students are over sixteen and most are preparing directly for 'A' Levels. The College has an expanding Computer Science Department with good and varied facilities.
In the first instance, please write to the Head of Computer Science, enclosing a curriculum vitae and a day telephone number. (65499) 185624

MASTERS/Mistresses/Matrons requiring posts in Independent Schools, should write with s.a.e. Sec. F.I.S., Pont Cottage, Marringdean Road, Billingshurst, Sussex. (67464) 185624

SUMMER IN AMERICA. WORKING WITH CHILDREN. Hundreds of sports & craft teachers (min age 19½) needed in U.S. childrens camps. Over 14,000 BUNACers have enjoyed the summer of their lives, so far in our 21 year history. Why not become one yourself. 8 weeks, hard fun work, then up to 6 weeks holiday. Flight, work visa, lodging and board all paid for + a salary of $230 or $265. INTERESTED: CONTACT: Tim Edwards, BUNACAMP, 58 Berners Street, LONDON W1P 3AE. Tel: 01-637 7686. (67065) 185624

Preparatory Schools

Headships

BUCKINGHAMSHIRE

KINGSCOTE PRE-PREP SCHOOL Gerrards Cross, Bucks

Boys 4½ - 7½

Headmistress required in September 1983 following retirement of present Headmistress after 20 years.

C.V., copies of testimonials and name of 2 referees to C.M. Averill, Esq., Thorpe House School, Gerrards Cross, Bucks SL9 8QA. (54227) 200010

CHESHIRE

ST. CATHERINE'S PREPARATORY SCHOOL (Registered Catholic Trust) Kindergarten and Primary
HEAD TEACHER required September 1983 or sooner. Group III but expansion to Group IV envisaged. Closing date 31st March 83. Telephone Mrs. E. Lonergan (Acting Head) to view - 061 449 8800.
Applications with CV and 2 names of Referees by post to "Chairman of Governors (Applications)" at the school.
St. Catherine's Preparatory School, Hollins Lane, Marple Bridge, Stockport, Cheshire. (55245) 200010

Deputy Headships Second Masters/ Mistresses

HERTFORDSHIRE

THE JUNIOR SCHOOL BISHOP'S STORTFORD COLLEGE Herts CM23 2QZ

(200 boarding and day boys, 7 - 13)

It is likely that, due to promotion to a Headship, a RESIDENT MARRIED HOUSEMASTER will be required for September 1983 for the boarding house (70 boys). Attractive, family accommodation available. The Housemaster and his wife are assisted by other resident staff in this very important post.

Subjects preferred:- Mathematics, Science, English. A willingness to take a full part in extra-curricular activities and games is essential.

Salary, Bishop's Stortford College Scale + Allowances.

Applications, together with full curriculum vitae and names, addresses and telephone numbers of 2 referees, should be sent to The Master of the Junior School by 10th March. (65272) 200012

By Subject Classification

Arts and Design

Other Assistants

NORTH YORKSHIRE

BRAMCOTE SCHOOL Scarborough IAPS Boys - all boarding.
Required for September 1983 a qualified teacher of Art whose interests should cover a wide range.
Applications with a full c.v. plus the names of two referees should be sent to the Headmaster, Bramcote School, Filey Road, Scarborough N. Yorkshire YO11 2TU (55114) 201224

SHROPSHIRE

THE OLD HALL SCHOOL Wellington, Telford
Qualified and experienced teacher required in this IAPS co-educational school for September 1983 to initiate and encourage out-of-school activities for the girls and to coach their games.
A half time-table of Art teaching throughout the school is envisaged with a contribution to drama or another school subject.
Non-resident. Burnham Scale 1. DES superannuation.
Please apply in own hand with c.v. and two referees to The Headmaster. (65376) 201224

Classics

Heads of Department

BERKSHIRE

ELSTREE SCHOOL Woolhampton, nr. Reading

(I.A.P.S. 155 boys)

A well qualified and experienced teacher is required in September 1983 to be HEAD OF CLASSICS, and to take a full part in the recreational side of the school. Single accommodation is available. Salary approximates to Burnham Scale 2.

Further details are available from the Headmaster (073 521 3302). (54222) 201618

Other Assistants

MIDDLESEX

ST. MARTIN'S SCHOOL Northwood. I.A.P.S. (260 day boys; 40 boarders, aged 5 - 13)
Required for September 1983 qualified teacher for LATIN to C.E.E. with some middle school work in general subjects. Burnham Scale and London allowance, or single accommodation available in lieu.
Apply to the Headmaster giving full Curriculum Vitae and names and telephone numbers of two referees. (54064) 201624

SHREWSBURY

PACKWOOD HAUGH Ruyton XI Towns, Shrewsbury SY4 1HX.
Required for September qualified Assistant Master or Mistress to teach Latin or Greek to P.S.S. and C.E. standard. Ability to help with games, Plays or other extra mural activities essential. Salary Burnham Scale I or II depending on experience. Private Pension Scheme. Resident single or married accommodation available.
Please apply with names of two referees to the Headmaster in writing. (67182) 201624

English

Heads of Department

GLOUCESTERSHIRE

DEAN CLOSE JUNIOR SCHOOL I.A.P.S. 250 on roll, co-educational
HEAD OF ENGLISH
Applications are invited for this senior appointment for September 1983 following the promotion of the present holder of the post. The person appointed will have overall responsibility for English throughout the School and an enthusiastic, experienced teacher is a pre-requisite.
Letters of application with a full curriculum vitae together with the names of two referees to the Headmaster, Dean Close Junior School, Lansdown Road, Cheltenham, Glos GL51 6QS, from whom further details may be obtained. (65372) 202424

Other Assistants

BERKSHIRE

ST. PIRAN'S SCHOOL (I.A.P.S.) (80 Boarders, 105 Day boys)
REQUIRED IN APRIL 1983. Graduate or qualified teacher to teach mainly English and related subjects to 9/10 year old boys. Post is for one year with the chance of a permanent position becoming available. The applicant will be willing to work relatively long hours and to participate in extra curricular activities, especially games. A small number of weekend duties are necessary. Post would suit a keen, young man who is fond of children and is considering making teaching his permanent career. Salary, Burnham Scale I.
Written applications with names of two referees to the Headmaster, St Piran's, Maidenhead, Berkshire. (67073) 202424

DERBYSHIRE

ENGLISH
A teacher of English is required for large co-ed., preparatory school from September. The candidate should have a real ability and desire to teach English at the 10 year old level and to contribute to the full life of the school.
Please write to The Headmaster, Repton Preparatory School, Milton, Derby, with a full C.V. and names and telephone numbers of two referees. (65437) 202424

Geography

Other Assistants

KENT

HOLMEWOOD HOUSE Langton Green, Tunbridge Wells, Kent TN3 0EB
I.A.P.S. Boarding and Day School of 390 Boys
Required in September, 1983 a Teacher of Geography. Ability to coach games, especially Hockey, an advantage.
Apply Headmaster with curriculum vitae and names, addresses and telephone numbers of two referees. (67444) 202624

SURREY

CATERHAM SCHOOL PREPARATORY I.A.P.S. Boarding/Day 240 Boys
Required in September, 1983, a qualified teacher to take charge of Geography throughout the School. Ability to coach an advantage. Single accommodation available.
Apply with C.V. and names of two referees (with telephone nos. where possible) to The Headmaster, J.R. Hawkins Esq., Caterham School Preparatory, Meltrams, Harestone Valley Road, Caterham, Surrey CR3 6YB. (55253) 202624

History

Other Assistants

BUCKINGHAMSHIRE

THORPE HOUSE SCHOOL (Boys I.A.P.S. Day Preparatory 7 to 13)
Required for September 1983 a well qualified, experienced and enthusiastic HISTORIAN to teach history to C.E.E. and P.S.S. Ability to coach first game cricket and willingness to be involved in extra curricular activities, desirable.
Salary - Burnham Scale.
Single or married accommodation available.
Apply with C.V. and names of two referees to the Headmaster. (55248) 202824

LEEDS GRAMMAR SCHOOL
(HMC day; Independent)
Moorland Road, Leeds LS6 1AN
Tel: 0532 433417.

A vacancy arises, on the promotion of the present Head to the Headship of Llandaff Cathedral School, for a well qualified and experienced graduate to take charge from September 1983 of the JUNIOR SCHOOL of 145 boys pursuing a two-year course before entering the Senior School. The salary is Burnham Scale 4.

The Junior School is accommodated in its own buildings within easy reach of the Senior School, whose extensive facilities it uses.

Applications are invited by 18th March 1983 to the Headmaster, from whom further information may be obtained.

HALLIFORD SCHOOL
Independent Boys Day School of 270 pupils

Applications are invited from suitably qualified graduates for the following appointments which are to be made for September, 1983.

TEACHER OF MATHEMATICS
TEACHER OF ENGLISH AND HISTORY
TEACHER OF ART

A willingness to be involved in the extra-curricular life of the School will be an advantage as will a willingness to teach games. Halliford salary scale substantially above Burnham.

Applications, together with curriculum-vitae and names and addresses of two referees, should be addressed to The Headmaster, Halliford School, Russell Road, Shepperton, Middlesex (Tel: Walton-on-Thames 23593) from whom further details may be obtained.

Closing date for applications is 22nd March, 1983.

DORSET
ALLHALLOWS SCHOOL
Rousdon, Nr Lyme Regis, Dorset
Independent H.M.C. Boarding
260 boys (13–18), 28 VI Form girls

Required for September, 1983

GRADUATES

to teach:

(1) MATHEMATICS (SMP Syllabus) up to 'A' level. Interest in micro-computers an asset.

(2) HISTORY throughout the School to 'A' level and university entrance.

(3) SCIENCE predominantly CHEMISTRY, at least to 'O' level. Ideal for young bachelor seeking first position.

Applicants for these posts should be willing to play a significant part in extra-curricular activities. There are particular requirements for an able all-round games player with good hockey qualifications, a bachelor assistant Housemaster and a C.C.F. Officer.

Salary above Burnham.

Applications with C.V. and the names and addresses of two referees to the Headmaster, as soon as possible please.

BRIGG PREPARATORY SCHOOL
(C. of E. 180 pupils)

APPOINTMENT OF HEADMASTER/ HEADMISTRESS

The Governors of the above independent fee paying preparatory school for day pupils (4+ to 11+) wish to appoint a Head for the Autumn Term 1983 on retirement of the present head. Salary Burnham Scale Group 4 with free bungalow accommodation.

Application forms and full details from the Clerk to the Governors, 69 Wrawby Street, Brigg, South Humberside DN20 8JQ. Closing date for completed applications 31st March, 1983.

THE KING'S SCHOOL
WORCESTER

Applications are invited for positions in the following departments:

CHEMISTRY
ENGLISH
MATHEMATICS

In all cases the successful candidates would teach throughout the school. The positions within the Chemistry and Maths departments are new ones, reflecting the vigorous growth of the Science departments within the school. A well qualified Biochemist would be considered for the Chemistry post.

A willingness to contribute by extra-curricular activities would be vital in all cases.

Further details can be obtained from: The Headmaster's Secretary, 15 College Green, Worcester (please enclose sae).

Closing date for applications 19 March, 1983.

PREPARATORY SCHOOLS
continued

SUFFOLK
ORWELL PARK
Nacton, Nr. Ipswich
(IAPS: 190 boys, mainly boarding)
Qualified and highly committed teacher required in September 1983 to teach History up to P.S.S. level. Very successful department (full setting in each year group) requires dedicated teacher.
Ability to help with Squash and/or top Cricket an advantage. Pastoral responsibility is an integral part of the position. Sense of humour essential. Superb facilities and excellent opportunities in very lively and forward thinking school. Single and married accommodation available Burnham Scale 1 + Government Superannuation + benefits.
Written application with C.V. + two referees to the Headmaster. (54138) 202824

Mathematics
Heads of Department

KENT
ROSE HILL SCHOOL
Tunbridge Wells, Kent
(I.A.P.S. 145 boys) day and boarding
Required in September 1983, Head of Mathematics to teach up to C.E.E. and P.S.S. levels. Ability to develop Computing side essential. Help with out of school activities including top games an advantage.
Burnham Scale. Government superannuation. Scale post. Resident or non-resident.
Written application with names of two referees to the Headmaster. (54371) 203418

Other Assistants

Mathematics teacher, preferably with some computing experience, required in September 1983 for large co-educational preparatory school in Warwick. Enthusiasm, sense of humour and an ability to play rugger at a high level desirable. Accommodation available for single person. Salary according to experience and qualifications.
Please apply in writing with c.v. and references to the Headmaster, Emscote Lawn School, Warwick CV34 5QD. (67186) 203424

Modern Languages
Heads of Department

WEST SUSSEX
Required for September a qualified and experienced teacher to lead a team of five in the lively department of this busy IAPS coeducational boarding school of 330 children; someone able to teach to PSS level and willing to encourage the use of spoken French and stimulate new ideas without sacrificing any of the disciplines of learning. Salary Burnham.
Please apply with names, addresses and telephone numbers of two referees to Headmaster, Windlesham House School, Washington, Pulborough, West Sussex RH20 4AY. (54326) 203618

Other Assistants

WILTSHIRE
Good FRENCH teacher (to CE and PSS standard) required for September. PE/Games, particularly rugby, an additional recommendation.
Apply in writing for further details, with brief CV, to the Headmaster, Chafyn Grove School, Salisbury. (55375) 203624

Music
Heads of Department

DEVON
Teacher required for September 1983 to take charge of music in a mixed Preparatory School (ages 5 - 13) and to take Common Entrance English. Applicant must be a good pianist.
Applications in writing (no forms needed) to the Headmaster, Manor House School, Honiton, Devon EX14 8TL by Mon 14 March 1983. (65288) 203818

Physical Education
Heads of Department

WILTSHIRE
SANDROYD SCHOOL
Required for September, a qualified and experienced Head of Games with overall responsibility for P.E. and sports coaching.
Applicants should be willing to teach at Middle School level and to take an active part in the life of this boys only all boarding school. Accommodation available.
Apply with C.V. to The Headmaster, Sandroyd School, Tollard Royal Salisbury, Wilts. (54844) 204218

Other Assistants

LANCASHIRE
ST. MARY'S HALL
Stonyhurst, Blackburn BB6 9PU
(I.A.P.S. Roman Catholic Boys' Boarding School 8 - 13)
Wanted for September a P.E. and Games Specialist to be responsible for the teaching of P.E. throughout the school and to organise the Games. Ability to coach Rugby and Cricket essential. Candidate should be capable of administering a shortly-to-be-built Sports Hall. Commitment to the boarding school ethos and willingness to take a full part in the school's life is necessary. Single or married accommodation could be available. Burnham Scale according to age and experience.
Please apply in writing to the Headmaster, Mr. P. Anwyl, M.A., Dip. Ed. giving your C.V. and the names, addresses and telephone numbers of two referees. (54803) 204224

Science
Other Assistants

HAMPSHIRE
DURLSTON COURT SCHOOL TRUST
Barton-on-Sea BH25 7AQ
I.A.P.S. Co-educational 3 - 14 Day & Boarding. 70 Girls 136 Boys
Required in September 1983 an enthusiastic and dedicated teacher to organise and teach Science throughout the School. Interest in microcomputers and team games a welcome advantage.
Burnham salary scale. Government superannuation. If married, assistance towards education of children. Accommodation for a married or single person.
Written applications to the Headmaster with name and telephone number of two referees and full tabulated c.v. (67366) 204824

HARROW
Science Teacher required to teach Science to Boys of 9 - 13 years to C.E.E. and P.S.S. Level in modern, well equipped laboratory. An interest in sport will be an advantage and the successful candidate will be able to run the 1st XI Cricket team.
A School Flat is available. Government Superannuation & Burnham Scale II Post is available for an experienced candidate but we shall be also pleased to consider college leavers.
Please apply with C.V. and the names and telephone numbers of two referees to the Headmaster, Quainton Hall School, Hindes Road, Harrow, HA1 1RX. (54110) 204824

Other than by Subject Classification
Other Assistants

BERKSHIRE
ELSTREE SCHOOL
Woolhampton, nr. Reading
(I.A.P.S. 155 boys)
Required in September 1983 a qualified, and preferably experienced, resident JUNIOR FORM TEACHER to take a small class of eight year olds in several subjects, and some middle school boys in FRENCH. Single accommodation available.
Further details available from the Headmaster (073-521 3302). (54324) 205624

BUCKINGHAMSHIRE
GODSTOWE SCHOOL
High Wycombe,
Buckinghamshire
Required in September for pre-preparatory department (children aged 4 - 8 years) qualified teacher. Post can be resident or not. Burnham Scale; Government superannuation.
Apply with names and addresses of two referees to the Headmistress. (65438) 205624

CAMBRIDGE
THE PERSE SCHOOL FOR GIRLS
(Junior School)
Cambridge
Required in September a qualified class teacher for 8 - 9 year olds. Ability to help with Music and to play the piano essential, some experience desirable.
Applications with details of qualifications and experience, and the names and addresses of two referees, should be sent by Friday, March 11th to the Headmistress, The Perse School for Girls, Union Road, Cambridge CB2 1HF. (54626) 205624

CAMBRIDGE
ST. FAITH'S SCHOOL
(330 boys)
requires in September a qualified Teacher to teach French and Latin in the middle school and also junior school subjects. Willingness to help actively with senior school games and out of school activities essential.
Accommodation available for a single person. Burnham Salary and Superannuation.
Applications for the post, a full curriculum vitae and the names and telephone numbers of two referees, should be sent to the Headmaster, St. Faith's, Cambridge CB2 2AG. (54943) 205624

DORSET
Required for September, Junior Form Teacher 8 - 9 year olds. Teaching ability of paramount importance. Ability to coach girls' games very important as well as willingness to be full involved in school life. Burnham Scale 1. Accommodation available.
Please write with names, addresses and telephone numbers of referees together with curriculum vitae to: The Headmistress, The Preparatory School, Sherborne, Dorset DT9 3NY. (67127) 205624

ESSEX
BRENTWOOD PREPARATORY SCHOOL
Middleton Hall,
Brentwood, Essex CM15 8EQ
I.A.P.S. 230 boys aged 7 - 12
Required for September 1983:- General Subjects teachers, one full-time, one part-time, in school offering an accelerated primary course for more able boys. Interest in extra curricular activities - especially elementary computer studies - particularly welcome. Non-resident, salary by arrangement.
Applications with curriculum vitae and the names of three curriculum vitae and the names of three referees to the Headmaster from whom further information may be obtained. (55117) 205624

ESSEX
CRANBROOK COLLEGE
Ilford
Temporary teacher for Preparatory Department.
For details please see advertisement under 'Primary School Education - Scale 1 posts. (67079) 205624

KENT
Required for September 1983 qualified teacher to act as resident house tutor for junior boarding house and teach general subjects to 9 - 11 year old mixed classes. Applicants must have special interest in Mathematics and/or History and ability to coach boys hockey and rugby. Enthusiasm and willingness to work hard essential qualities. Burnham Scale, Government Superannuation, free accommodation.
Apply with curriculum vitae and names and addresses of two referees to Headmaster, Dulwich College Preparatory School, Coursehorn, Cranbrook, Kent. (67340) 205624

HERTFORDSHIRE
HABERDASHERS' ASKE'S SCHOOL
Elstree, Herts WD6 3AF
(HMC - Independent - 1300 boys - 300 in sixth)
Required for September, a teacher qualified for JUNIOR GENERAL SUBJECTS with special interest in Maths and General Science, in the Preparatory Department (ages 7 - 11), to be in charge of a form of 9 year old boys. Willingness to take craft/swimming/games an advantage. The Prep. Department is housed in new, purpose-built, premises opened Jan 1983.
Salary generously based on Burnham with good London allowance. Newly qualified teachers are welcome to apply. Removal expenses paid within limits on permanent appointment. Government Superannuation and Group Life Insurance Scheme.
Apply without delay to the Headmaster with full tabulated c.v. and names of referees. (67219) 185524

LONDON N.W.3
SOUTH HAMPSTEAD HIGH SCHOOL GPDST
Lower School
12 Netherhall Gardens, London NW3 5TG
Required for April 1983 experienced and enthusiastic FORM TEACHER for a class of 7 to 8 year old girls in an academic and creative Junior School.
Ability to teach Drama an advantage. Temporary one form appointment. Salary London Burnham Scale 1.
Apply by letter to the Head of Lower School enclosing curriculum vitae and the names of two referees. (55363) 205624

LONDON N16
Suitably qualified and experienced teacher required for first Infant Class. Initially mornings only. Possibility of full-time post from September. An interest in music would be an advantage. Please ring 01-800 8612 for details. (54830) 205624

MANCHESTER
BRIDGEWATER SCHOOL
Drywood Hall, Worsley Road, Worsley, Manchester M28 4WQ
An Independent Co-educational Day School and 110 in the Preparatory Department
REQUIRED FOR SEPTEMBER 1983:
A well qualified Teacher to take charge of the Preparatory Department. This will be a Scale III post.
Because of the importance of this post, only candidates of the highest calibre need apply. It is envisaged that the person appointed will have extensive teaching experience in the Infant/Junior age range, and have held a post of responsibility. He/she will be expected to be able to produce and implement work schemes, and to ensure that high teaching standards are maintained throughout the Preparatory Department.
Apply by letter to the Headmaster at the School, including curriculum vitae and the names and addresses of two referees. CLosing date 14th March, 1983. (54826) 205624

NORTHAMPTONSHIRE
WELLINGBOROUGH JUNIOR SCHOOL
IAPS Co-educational
270 children day and boarding
Required for September (if possible from the end of May) a form teacher for a group of 8+ to 9+ children - one of the two first year classes. The successful applicant would be expected to teach all subjects except French, P.E. and Music and be responsible for the general welfare of the form. A commitment to games and/or speech and drama would be an added recommendation. A willingness to be involved in out-of-school activities is very important.
Salary - Burnham Scale I.
Please apply with full curriculum vitae and details of two referees to the Headmaster of the Junior School, Wellingborough School, Northamptonshire NN8 2BU. (Wellingborough 222698). (65472) 205624

OXFORD
COTHILL HOUSE
Nr. Abingdon, Oxon OX13 6JL
(IAPS) Boys Boarding School
Experienced qualified teacher required for September 1983, to teach a combination of Geography and Junior French. Games essential. Golf and an interest in stamp collecting an advantage.
Salary Burnham Scale (Plus) Bachelor accommodation available.
Apply in Writing to the Headmaster together with particulars of experience and the names and addresses of two referees. (65247) 205624

OXFORD
DRAGON SCHOOL
Oxford
A young experienced teacher required for class of 7 year olds in September 1983. Salary based on Burnham Scale.
Applications with the names and addresses of 2 referees by March 18 to The Headmaster, Dragon School, Oxford. (54842) 205624

PORTSMOUTH
THE LOWER SCHOOL (IAPS)
Teacher of Maths, English and general subjects to boys 10-11 required for September 1983. Ability to coach games essential. Burnham Scale 1 plus P.G.S. and House Tutor Allowances.
Applications, with curriculum vitae and names and addresses of two referees to the Master of the Lower School, Portsmouth Grammar School, High Street, Portsmouth PO1 2LN. (67358) 205624

SOMERSET
KING'S SCHOOL BRUTON JUNIOR SCHOOL
HAZLEGROVE HOUSE
Sparkford, Yeovil, Somerset, BA22 7JA
(I.A.P.S. 230 boys Boarding and Day)
Required for September, 1983, a qualified and enthusiastic Junior Form Teacher also able to teach Mathematics to 9 year-olds. Brisk Salary Scale (above Burnham). An interest in music and drama an advantage.
Apply with C.V. and names of two referees to the Headmaster. (54136) 205624

SUSSEX
ST. MARY'S HALL
Brighton
C. of E. Independent Public School
(approx. 370 girls)
JUNIOR DEPARTMENT
Required in September, 1983, a fully qualified form teacher for a class of ten year olds. Experience not essential. Burnham Scale with Government Superannuation.
Apply with names and addresses of two referees to the Headmistress, St. Mary's Hall, Eastern Road, Brighton, Sussex BN2 5JF. (65351) 205624

WEST MIDLANDS
WEST HOUSE SCHOOL
Wanted for September 1983. Form teacher for 8 - 9 year old boys who will also be responsible for class work and singing throughout the Junior School (4 - 8+).
Please apply in writing, enclosing C.V. and names and addresses of 2 referees to the Headmaster, West House School, 24, St. James' Road, Edgbaston, Birmingham 15 from whom further details of the post can be obtained. (65338) 205624

WORCESTERSHIRE
HAWFORD LODGE
Worcester WR3 7SE
Wanted September in fifty I.A.P.S. boys' day school in country near Worcester experienced, qualified, enthusiastic teacher for general subjects in middle part of school. Must be prepared to take games, including rugby, and help with out-of-school activities. Burnham Scale, D.E.S. superannuation.
Apply with C.V. and names of two referees to the Headmaster. (65305) 205624

Colleges of Further Education
Heads of Department

BIRMINGHAM
CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
BOURNVILLE COLLEGE OF FURTHER EDUCATION
Bristol Road South, Birmingham B31 2AJ
CO-ORDINATOR/DEPUTY HEAD OF COMMUNITY STUDIES DEPARTMENT
Applications are invited for the above post (Principal Lecturer Scale £11,931 - £13,018).
Further details and application forms are obtainable from the Principal. Tel: 021-476 (65353) 220018

SURREY COUNTY COUNCIL

NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell,
Epsom, Surrey KT17 3DS

Applications are invited for the following post to be filled as soon as possible:

Head of Department of Construction Studies
(Grade VI Department)

This post is a re-advertisement. All previous applications will be automatically reconsidered.

The successful applicant will possess a good honours degree of a British University or an equivalent qualification and will have had substantial experience of teaching in further education.

Salary Scale: In accordance with the latest Burnham Scale for teachers in establishments of Further Education. Plus £246 pa London Fringe Allowance. Generous relocation expenses in approved cases.

A stamped addressed envelope please, for further particulars and application form from the Vice-Principal.

NORTHAMPTONSHIRE TRESHAM COLLEGE

HEAD OF ADULT EDUCATION GRADE III

Applications are sought from candidates who have substantial experience in Adult Education and who are capable of providing leadership in a broad based Department and throughout the College generally.

The person appointed will be responsible for Adult Education in the main College building and at numerous out centres and for a wide range of full- and part-time courses in Art and Design.

Salary on the scale £12,477 – £13,932, point of entry determined by qualification and experience.

Further details and an application form are available from the Principal, Tresham College, St. Mary's Road, Kettering, Northamptonshire. Tel: Kettering 85353.

NEWPORT COLLEGE OF FURTHER EDUCATION
Required for 1st September, 1983:

HEAD OF DEPARTMENT OF ENGINEERING, Grade 5

The Department offers a wide range of craft and technician courses in Mechanical, Electrical and Motor Vehicle Engineering. In addition there is a substantial involvement with industrial training courses and with courses provided in collaboration with the Manpower Services Commission.

Applicants should be appropriately qualified with substantial experience of teaching and departmental administration.

Salary: £14,679 – £16,305.

Application forms and further information obtainable from the Director of Eduation, County Hall, Cwmbran, Gwent NP44 2XG on receipt of a s.a.e. and should be returned to the Principal by 19th March, 1983.

Gwent County Council

Bexley London Borough

ERITH COLLEGE OF TECHNOLOGY
Belvedere, Kent, DA17 6JA

Principal: D. F. Glover, M.A., B.Sc., F.C.I.S., F.I.I.M., F.B.I.M.

Applications are invited for the following posts, to take effect as soon as possible:

LECTURER GRADE II IN HAIRDRESSING

Required to assume responsibility for all full-time Hairdressing Courses in the Department. Teaching qualifications and experience and appropriate City & Guilds qualifications in Hairdressing are essential. The ability to offer Wig-making would be an added advantage. (Ref. S.O.1)

LECTURER GRADE II SPECIAL NEEDS

Required to act as Course Tutor for Further Education students with special needs and to teach in other suitable courses as required. Appropriate qualifications and experience are essential and a Diploma in Special Education would be an advantage. The post offers a challenging opportunity to initiate significant developments in Special Education for full-time and link course students. (Ref. S.C.2)

LECTURER GRADE I IN CARPENTRY & JOINERY

Required to teach Theory, Practical and Ancillary subjects in all courses up to City & Guilds Advanced Craft level. Applicants must have appropriate industrial experience and hold a full Technological Certificate or equivalent. A qualification in Machine Woodworking would be an advantage. (Ref. C.1)

BURNHAM SALARY SCALE (including London Allowance):
LECTURER GRADE II: £7,404–£11,571
LECTURER GRADE I: £5,904–£9,816 (according to qualifications and experience).

Application forms and further particulars from Senior Administrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent (Tel: Erith 42331) (quote reference of post), to whom they should be returned within two weeks of the appearance of this advertisement.

The Council operates an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowances.

HIGHLAND REGIONAL COUNCIL
EDUCATION COMMITTEE
Further Education
INVERNESS TECHNICAL COLLEGE

LECTURER "B" IN ELECTRONICS AND MICRO-ELECTRONIC SYSTEMS

Applications are invited for the above post in the Department of Electrical and Electronic Engineering to teach Electrical Engineering Principles, Electronics and Micro-Electronic System subjects to Technician, Diploma and Certificate Courses.

Applicants should have appropriate degree or suitable equivalent qualifications and appropriate industrial experience.

Applicants direct from industry would be considered.

Assistance with removal expenses given in appropriate cases.

Salary Scale is from £7,314 to £9,618 per annum with placing for equivalent experience.

Application forms and further particulars are available from: Director of Education, Regional Buildings, Glenurquhart Road, Inverness. Tel: Inverness 34121, ext. 362.

Closing date for applications is: 18th March, 1983.

LONDON BOROUGH OF HARINGEY
TOTTENHAM COLLEGE OF TECHNOLOGY
High Road, London N15 4RU
Telephone: 01-802 3111

DEPARTMENT OF ENGINEERING

Required as soon as possible:

(1) LECTURER GRADE II
to teach Electrical Engineering subjects to TEC and City & Guilds Craft courses. The ability to offer some subjects in the areas of Electronics or Electrical Installation work would be advantageous.

(2) LECTURER GRADE I
to teach Electronics and Microprocessing subjects to TEC certificate and City & Guilds Craft Courses.

BOTH POSTS ARE AVAILABLE IMMEDIATELY

Salary: Lecturer Grade II: £7,689–£11,856 per annum inclusive of London Weighting.
Lecturer Grade I: Within the range of £6,189–£10,101 per annum inclusive of London Weighting. (Starting salary above the minimum may be paid according to qualifications and experience.)

100% of approved removal expenses may be paid to the successful candidates.

Application forms and further details of the above posts from the Vice Principal (JHS), stamped addressed envelope please, returnable within 14 days of the advertisement.

COLLEGES OF FURTHER EDUCATION
continued

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
KINGSTON COLLEGE OF FURTHER EDUCATION
HEAD OF DEPARTMENT OF ELECTRICAL ENGINEERING
POST NO. T/82/23.
Applications are invited for the post of Head of Department of Electrical Engineering (Grade V) to take effect from 1st September 1983.
Application forms and further details obtainable on written request from the Principal, Kingston College of Further Education, Kingston Hall Road, Kingston upon Thames KT1 2AQ. Please quote Post No.T/82/23. Completed applications must be received by Wednesday, 23rd March 1983. (55271) 220018

SOMERSET
FROME COLLEGE
Frome
HEAD OF SPECIAL NEEDS UNIT
LECTURER GRADE II
For further details of this post, see full advertisement under 'Special Education' section. (54953) 220018

Other Appointments

BARKING
BARKING COLLEGE OF TECHNOLOGY
SCIENCE AND MATHEMATICS DEPARTMENT
LECTURER GRADE I IN COMPUTING
Salary Scale: £5,355 to £9,267 p.a. plus £834 (award pending) London Weighting.
Applications are invited for the above post, commencing as soon as possible, from appropriately qualified persons able to contribute to the teaching of Computing to both full-time and part-time students, throughout the College.
Application forms and further details from the Administrative Officer, Barking College of Technology, Dagenham Road, Romford, Essex RM7 0XU (please enclose foolscap s.a.e.). Completed forms must be returned within 14 days of the appearance of this notice. (55058) 220026

BIRMINGHAM
EDUCATION DEPARTMENT
BIRMINGHAM COLLEGE OF FOOD AND DOMESTIC ARTS
Summer Row, Birmingham B3 1JB
DEPARTMENT OF HOTEL CATERING AND MANAMGENT STUDIES
LECTURER I IN COMPUTER STUDIES
to teach computer studies on Hotel and Catering, and allied courses within the Hotel Catering and Management Studies Department.
Working experience with computers is essential and a qualification in computer studies is desirable.
Teachers experience is not essential.
Salary: £5,355 - £9,267.
Closing date: 14 days from appearance of advertisement.
Application form and further particulars of post obtainable from the Principal at the above address (Tel: 021-235 4072). (55247) 220026

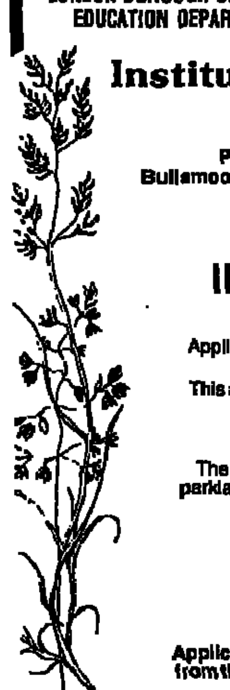
BASINGSTOKE
BASINGSTOKE TECHNICAL COLLEGE
Worting Road, Basingstoke
Tel: 54141
Applications are invited for the post of Lecturer Grade I in Hairdressing for 1st September, 1983. In the new section the FT and PT courses in Hairdressing and allied subjects are taught to C & G 760/2 standard.
Salary on Scale: L.I - £5,355 - £9,267
Application forms and further details available from the Registrar. Completed applications to be returned by Friday, 25th March, 1983. (55074) 220026

BERKSHIRE
LANGLEY COLLEGE OF FURTHER EDUCATION
SENIOR LECTURER TO ACT AS ENGINEERING GROUP LEADER
RE-ADVERTISEMENT
Applications are invited for the above post commencing on 1st September 1983.
Applicants should possess a degree or its equivalent together with industrial and teaching experience relevant to a wide range of engineering craft and TEC Certificate courses. Good administrative skills are required and qualifications should include work in electronics.
Previous applicants need not submit a new application.
Salary Scale: £10,404 - £12,195 including London Allowance.
Berkshire has a scheme for assisting with removal expenses and is an equal opportunities employer.
Further information and application forms from:- The Registrar, Langley College of Further Education, Station Road, Langley, Slough SL3 8BY. Please enclose a stamped addressed, foolscap envelope.
Closing date: 25th March 1983. (55104) 220026

DORSET
BOURNEMOUTH AND POOLE COLLEGE OF FURTHER EDUCATION
Department of General Academic Studies
The following post is available from 1st September 1983: LECTURER GRADE I in GEOGRAPHY AND ECONOMICS (BO 4072).
The appointee will be required to assist in the teaching of Geography and Economics to students on 'O' and 'A' level courses.
Applicants should be of graduate or equivalent status and preferably possess a teacher training qualification. Recent graduates are welcome to apply.
Salary: Lecturer Grade I £5355 - £9267 p.a.
Further details and application forms available from Principal's Secretary, North Road, Parkstone, Poole. Tel: 0202 747600. Completed forms to be returned within 2 weeks of the date of this advertisement. (67132) 220026

LONDON BOROUGH OF ENFIELD
EDUCATION DEPARTMENT

Capel Manor Institute of Horticulture and Field Studies



Principal: Peter Robinson, N.D.H., D.H.E.
Bullsmoor Lane, Waltham Cross, Herts EN7 5HR.
Telephone: Lea Valley 763849

LECTURER IN HORTICULTURE (LECTURER I)

Applications are invited for the above post which will be available from September, 1983.

This appointment will provide the opportunity for participating in a wide range of horticultural courses at craft, supervisory and management level.

The Institute contains 52 hectares of woodland, parkland and gardens on the borders of attractive Hertfordshire countryside with the northern boundary of the London Borough of Enfield only 14 miles from Central London.

Candidates should possess an appropriate qualification.

Salary and Conditions: Burnham Lecturer I £5,355–£9,267, London Allowance £615.

Application forms (foolscap S.A.E.) obtainable from the Principal at the College, to whom they should be returned by 21st March, 1983.

BOURNEMOUTH AND POOLE COLLEGE OF FURTHER EDUCATION

SENIOR LECTURER IN MICROCOMPUTER APPLICATIONS (ST 3076)

Applications are invited for this post with a view to the appointment taking effect as soon as possible.

Applicants should be well qualified with both academic and appropriate industrial/commercial experience and have a proven record of innovative course development.

Further details and application forms available from Principal's Secretary, North Road, Parkstone, Poole. (Tel: 0202 747600). Completed forms to be returned within 2 weeks of the date of this advertisement.

Salary: Senior Lecturer: £10,173–£11,964 (Bar) – £12,816 p.a.

ilea colleges
INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award: LECTURER GRADE 1 (and part-time pro-rata). On an incremental scale within the range of £5,355–£9,267 starting point depending on qualifications, training and experience. SENIOR LECTURER £10,173–£11,964 (Bar) £12,816. For all posts, unless stated otherwise, there is an Inner London Allowance of £939. ILEA is an equal opportunities employer.

COLLEGE FOR THE DISTRIBUTIVE TRADES
LECTURER I, required to teach Numeracy and Accounts and some Distribution. Applicants should have a degree, or professional qualification, and have experience in non-food multiples or department stores retailing.
A teaching qualification, although an advantage, is not essential as teacher training will be available to the successful applicant.
Details and application form from the Senior Administrative Officer, 30 Leicester Square, London WC2H 7LE. Tel No. 01-839 1547.

HACKNEY COLLEGE
Stoke Newington Centre, Ayrsome Road, London N16
Department of Continuing Education
Required as soon as possible a Lecturer I to be responsible for the provision of physical and recreational activities for students at the Poplar Centre of Hackney College.
The person appointed must be flexible and enthusiastic about the development of new opportunities for the community in the Poplar area.
Further details and application form from the Centre Manager, Hackney College, Ayrsome Road, N16. Tel 249 7221 Ex. 41 returnable by 18th March 1983.

ISLINGTON SIXTH FORM CENTRE
1) Co-ordinator of Design, Technology and Art
2) Co-ordinator of Sciences
See the full advertisement in the ILEA Schools block advertisement.

SOUTH LONDON COLLEGE
Knight Hill, London SE27 0TX
Department of Telecommunication and Electronics
LECTURER GRADE I required as soon as possible to teach principles and practice of Radio and Electronics. The teaching duties will relate to COLI 224, TEC Certificate/Diploma, and Electronic Wiring (YOPS). *Readvertisement.*
Further details and application forms, returnable by 18 March 1983, available from the Deputy Administrative Officer. Please enclose sae.

SOUTHWARK COLLEGE
The Cut
London SE1 8LE
Required immediately: SENIOR LECTURER for the ENGLISH & GENERAL STUDIES DEPARTMENT to undertake organisational responsibilities for the department as a whole and curriculum responsibilities for English and Communications. This is a challenging post within an expanding multi-site inner-city college.
Further details and application forms obtainable from the Senior Administrative Officer (PS) at the College (01-928 9561) returnable by 18 March 1983.

HARINGEY COLLEGE
Mrs. Brenda Remington BA(Hons) Dip. FE
Principal

Inter Departmental Senior Lecturers are required for this new college opening in September, 1983, in the following areas:

(1) Vocational Preparation
(2) Multi Cultural Education
(3) Special Needs (Warnock)

All post holders will be responsible to the Vice-Principal for their specialist areas and will assist the Heads of Departments and their staff in areas of curriculum development, teaching/learning strategies, student guidance practices and course/programme evaluation:

(1) **Vocational Preparation**—To be responsible for the co-ordination of the College's curriculum offer in this provision and to act as a programme organiser/tutor. Experience and knowledge of M.S.C. and Vocational Preparation Programmes are essential.

(2) **Multi Cultural Education**—To be responsible for ensuring that the College curriculum achieves equality and cultural diversity and responds to local cummunity interests and needs. He/she will also be required to act as a course/programme organiser. Relevant experience in the F.E. and/or continuing education sector is essential.

(3) **Special Needs (Warnock)**—To be responsible for the organisation and development in the College of programmes for students with special educational needs and to act as a course/programme organiser. Experience of teaching students with special education needs in a school and/or F.E. setting is essential.

Salary: SENIOR LECTURER: £11,112–£13,755 per annum inclusive of London weighting (with a bar at £12,903).

Application forms and further details may be obtained from the Education Office (F.E.), London Borough of Haringey, 48–62 Station Road, Wood Green, London, N22 4TY (s.a.e. please).

Completed application forms should be submitted by 18th March, 1983.

Haringey
Progress with humanity

COLLEGES OF FURTHER EDUCATION
continued

GUERNSEY

STATES EDUCATION COUNCIL
GUERNSEY COLLEGE OF FURTHER EDUCATION
Applications are invited from suitably qualified and experienced persons for the following posts, duties to commence 1st September 1983.

POST NO. 1
LECTURER GRADE I IN CRAFT COOKERY SUBJECTS
to teach practical and production cookery together with related theoretical subjects to full-time and part-time students completing City & Guilds Craft Cookery Courses. Applicants must have a wide range of cookery experience, particularly in Haute Cuisine and have held a position involving supervisory control.
Candidates must hold appropriate City and Guilds certificate to an advanced level and have good practical experience. Some teaching experience is essential and teacher training desirable.

POST NO.2
LECTURER GRADE I IN PAINTING AND DECORATING
to teach both practical and related theoretical subjects up to Advanced Craft level of C.G.L.I. and to become responsible for the development of this course recently introduced into the College. Applicants must hold appropriate City and Guilds qualifications, have held a similar position in a College of Further Education, have good industrial experience and preferably be teacher trained.

POST NO.3
LECTURER GRADE I IN GENERAL STUDIES
to assist in the teaching of General Studies throughout the College. A suitably appropriate teaching qualification and previous teaching experience is essential.

POST NO. 4
LECTURER GRADE I IN SECRETARIAL STUDIES
to assist primarily in the teaching of secretarial skills to the full-time B.E.C. General Diploma and Link Courses. Applicants must hold appropriate qualifications in Typewriting and Shorthand, together with sound commercial experience and have previous teaching experience and/or have completed, or be completing a Technical Teachers Training Course.
Salary Scale in accordance with Burnham Scales for Lecturer Grade I in Further Education.
Application forms, together with further details of the post, may be obtained on receipt of a self-addressed foolscap envelope from Director of Education, Education Department, La Couperderie, St. Peter Port, Guernsey to whom the completed forms must be returned no later than Friday 25th March, 1983. (54115) 220026

DORSET

SOUTH DORSET TECHNICAL COLLEGE
Newstead Road, Weymouth, Dorset DT4 0DX

Applications are invited for the following posts which will become vacant on 1st September 1983:

DEPARTMENT OF BUILDING

LECTURER (GRADE I) in BUILDING CONSTRUCTION AND MATERIALS SCIENCE. To teach the above subjects to Technician and Craft students and to accept a measure of responsibility for organising this work within the Department.

Applicants should possess a degree or its equivalent professional qualification together with relevant industrial and teaching experience. The possession of a teaching qualification will be an added advantage.

Salary Scale: £6,855 - £11,022 per annum.

DEPARTMENT OF CATERING AND COMMUNITY STUDIES

LECTURER (GRADE I) in FOOD SERVICE AND FOOD PREPARATION. To teach these subjects to City and Guilds and TEC Diploma courses. It is desirable that candidates have suitable professional qualifications and varied trade experience. A teacher training qualification is also looked for.

Salary Scale: £5,355 - £9,267 per annum.

DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES

LECTURER (GRADE I) in BUSINESS AND SECRETARIAL STUDIES AND INFORMATION AND DATA PROCESSING: for temporary appointment for 1 year. The ability to teach related commercial subjects particularly Administration Business Enterprises, Word Processing and Keyboarding will be an advantage.

Applicants should hold an appropriate degree or alternative professional qualification in a suitable discipline and have relevant commercial experience, substantial experience in further education teaching and a recognised teacher training qualification.

Salary Scale: £6,855 - £11,022 per annum.

Further particulars are available from the Principal of the College to whom completed application forms should be returned by 21st March 1983. (57332) 220026

HUMBERSIDE

EDUCATION DEPARTMENT
HQ. CAR. 93

SPECIALIST CAREERS OFFICER (FE/HE)

£5,973 - £7,545 p.a. AP3/4

Based in Hull, the successful applicant will be a member of a small team working with students following courses of further and higher education in North Humberside, and individual students attending institutions outside Humberside, who seek careers guidance and help in finding employment in a Humberside context.

Applicants should hold Diploma in Careers Guidance and/or already have experience as a Careers Officer. This is a full-time post, but consideration will be given to candidates with suitable Careers Service experience who are available on a half-time basis.

Application forms from and returnable to:- Director of Education, County Hall, Beverley, North Humberside. (Tel. (0482) 867131, Ext. 3413). Closing date 18th March, 1983. (65402) 220026

KIRKLEES

METROPOLITAN COUNCIL
HUDDERSFIELD TECHNICAL COLLEGE
New North Road, Huddersfield
DEPARTMENT OF SCIENCE & HUMANITIES
LECTURER I
HAIRDRESSING
Required from April, 1983, to teach Hairdressing and related subjects for CGLI courses. Applicants should be professionally qualified with trade experience and preferably possess relevant teaching experience.
Salary: (Burnham Scale).
Lecturer I £5355 to £9267 p.a. Incremental credit within this scale may be given for approved qualifications and teaching or industrial experience.
Application forms and further particulars are obtainable from the Principal to whom applications should be returned within 14 days of the appearance of this advertisement. Please quote Ref: HTC 434. (67129) 220026

LINCOLNSHIRE

LINCOLN COLLEGE OF TECHNOLOGY

DEPARTMENT OF NURSING, CARE AND COMMUNITY STUDIES

LECTURER GRADE I IN CHILD CARE AND LIFE SKILLS

To teach child care and life skills on a range of courses and to act as a tutor within the framework of child care provision.

Recent experience in such fields as maternity, paediatrics and child care and an interest in the full range of 16+ provision within the department is essential. It is anticipated that the successful applicant will hold a Teachers' Certificate plus a nursing qualification.

Applicants should also hold a current driving licence.

Salary: Lecturer Grade I: £5,355 - £9,267 Starting point dependent upon previous experience.

LECTURER IN ELECTRICAL ENGINEERING
Grade I

An experienced electrical and eletronic engineer is required from April 1983 to contribute to the work of this department which is responsible for technician certificate and higher certificate courses in Electrical Engineering, Electronics and Communications and Industrial Measurement and Control.

Applicants should be well qualified and able to offer electrical and electronic principles, digital electronics and systems.

Salary: £5,355 - £9,267 p.a. starting point dependent upon qualifications and experience.

Application forms and further particulars for both posts are available from the Principal of the College, Cathedral Street, Lincoln LN2 5HQ and should be returned within 14 days of this advertisement. (55968) 220026

LIVERPOOL

NORTH EAST LIVERPOOL TECHNICAL COLLEGE
Muirhead Avenue East, Liverpool L11 1ES

LECTURER I COMPUTING & MATHEMATICS

Required as soon as possible to teach mathematics and computing on a range of courses including the TEC Diploma in Science, the BEC/TEC Diploma in Computer Studies and GCE A level.

Should hold a degree or equivalent qualifications; teaching and/or industrial or commercial experience would be an added advantage.

Forms available from (SAE), and returnable to the Principal by 18 March.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (67126) 220026

LONDON

WESTMINSTER COLLEGE
Department of Hotel Administration
Vincent Square
Required for 11th April 1983:
LECTURER GRADE I to teach Food and Beverage Service (Ref: HA5/82)
Salary scale in accordance with Burnham FE Report: £5,355 - £9,267 plus £939 London Allowance.
Starting point on the scale depending on qualifications, training and experience.
Please send foolscap SAE for application form and further details, quoting reference number, to: Clerk to Governors, Westminster College, Battersea Park Road, London SW11 4JR to whom they whould be returned by 15th March 1983. (54120) 220026

NORFOLK

NORFOLK COLLEGE OF ARTS AND TECHNOLOGY
SENIOR LECTURER CATERING
Required from 1st September, 1983 to take charge of the Catering Section which teaches the full range of City and Guilds courses.
Appropriate qualifications and good industrial experience in any branch of catering are required together with experience in Further Education.
Salary Scale: £10,173 - £11,964 p.a. (Current Burnham Scale).
Application forms and details obtainable from Chief Administrative Officer at the College, Tennyson Avenue, King's Lynn, Norfolk, on receipt of request with stamp. (55342) 220026

NORTH YORKSHIRE

COUNTY COUNCIL
HARROGATE COLLEGE OF FURTHER EDUCATION
Required for 1 September, 1983. LECTURER I in COMMUNICATION STUDIES and/or HISTORY For Communication Studies up to 'A' level and/or 'A' level Economic and Social History. Willingness to teach some General Studies and Life and Social Skills.
LECTURER I in TECHNOLOGY. For Diploma in Technology (Engineering) and Diploma in General Engineering with possible addition of some craft and link course work. Recent experience in engineering industry preferred.
Graduate or Graduate equivalent with teaching certificate required for both posts. Information and application forms from the Principal, Harrogate College of Further Education, Haywra Crescent, Harrogate, North Yorkshire HG1 5BE to whom they should be returned by 21 March, 1983. (67130) 220026

NOTTINGHAMSHIRE

COUNTY COUNCIL

BASFORD HALL COLLEGE OF FURTHER EDUCATION

LECTURERS
(2 Posts)
Grade I. £5,355 - £9,267

CARPENTRY and JOINERY

Required from 11th April, 1983, and the other from 1st September, 1983.

also

LECTURER
Grade I. £5,355 - £9,267

BRICKWORK

Required from 1st September, 1983. Successful candidates will join teams of staff who teach all aspects of the above and related subjects. Applicants should possess at least a City and Guilds Advanced Craft Certificate and a Full Technological Certificate or its equivalent. Teaching and relevant industrial experience are desirable. For the Carpentry and Joinery posts, evidence of appropriate safety training and experience in the use of woodworking machines is essential.

Entry point on the salary scale according to qualifications and experience.

Application forms and further particulars are available from and returnable to the Principal of the College, Stockhill Lane, Nottingham NG6 0NB, Tel: (0602) 704541. Closing date 18th March, 1983. (65436) 220026

OXFORDSHIRE

COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
Oxpens Road, Oxford.
Required from April 1983, or possibly September 1983, two LECTURERS I in GENERAL AND COMMUNICATION STUDIES to work in the ENGINEERING DEPARTMENT teaching to Craft and Technician Courses.
Salary: £5,355 to £9,267
Further particulars and application form available from the Principal, to be returned within 14 days of the appearance of this advertisement (SAE please). (55053) 220026

ROTHERHAM

METROPOLITAN COUNCIL
ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY
Eastwood Lane, Rotherham S65 1EQ
Required as soon as possible.
LECTURER GRADE II IN HAIRDRESSING
(£6,855 - £11,022 p.a.)
Required for Hairdressing and Related Subjects, to take charge of the section which provides courses for full-time and part-time students. Further particulars available from the Principal.
Tel: Rotherham 62111, Ext. 200.
Closing Date: 18th March, 1983
Curriculum Vitae and details of two persons for reference to the Principal of the College.
W.B. Mussett, Director of Personnel Resources. (54986) 220026

SALFORD

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY
Department of Food and Home Economics
LECTURER (Grade I) in BAKERY SUBJECTS
Salary Scale £5,355 - £9,267 (under review)
Applicants should possess the National Diploma in Baking and/or C.G.L.I., F.T.C. in Breadmaking and Flour Confectionery or equivalent qualifications, together with industrial experience.
Further particulars and application forms (to be returned without delay) may be obtained from the Principal, Salford College of Technology, Frederick Road, Salford M66PU. Tel: 061-736 6541. (55088) 220026

SEFTON

METROPOLITAN BOROUGH OF SEFTON
EDUCATION DEPARTMENT
SOUTHPORT TECHNICAL COLLEGE
Required for September 1983, LECTURER I HOTEL and CATERING STUDIES, to teach Housekeeping (Accommodation Operations) to T.E.C. Diploma and C.G.L.I. students.
LECTURER II, 1st September 1983, to become Course Tutor for Pre-Nursing Course. Applicants should be capable of teaching aspects of Biological Sciences, including Physiology and General Science, in addition to G.C.E. 'O' and 'A' level Human Biology and Nursing related studies.
Post requires a person of proven administrative ability, capable of organising vocational training placements in local hospitals. Liaison with Area Health Authority personnel for day-to-day operation of this important course will be an expected commitment.
Application forms and further details from Principal, Southport Technical College, Mornington Road, Southport PR8 0TT. (S.A.E. PLEASE).
Closing date for the receipt of application from 10 days from appearance of advertisement. (55369) 220026

SOMERSET

YEOVIL COLLEGE
Yeovil

For September 1983:-

i. LECTURER I in BUSINESS STUDIES. To teach distribution studies to all levels, from BEC General to BEC Higher. Ability to offer other subjects an advantage.

ii. LECTURER I in BIOLOGY. To teach biological subjects mainly to 'O' and 'A' level. Ability to teach Social Biology essential.

iii. LECTURER I in ENGLISH. To teach English Language up to 'O' level. Possibility of a small amount of 'A' level work for a suitably qualified and experienced candidate.

Application forms and details (SAE) from the Director of Resources, Yeovil College, Ilchester Road, Yeovil.

Closing date: 18th March, 1983. (54951) 220026

SOMERSET

YEOVIL COLLEGE
Yeovil

LECTURER GRADE I IN COMPUTER STUDIES

For further details of this post, see full advertisement under the 'Sixth Form & Tertiary Colleges' Section. (55118) 220026

SOUTH TYNESIDE

SOUTH SHIELDS MARINE AND TECHNICAL COLLEGE
LECTURER II in CATERING SUBJECTS
A Lecturer II is required from 1st April 1983, to assist with the organisation of Catering Craft Courses and develop team teaching in Food Production, Food Service and associated subjects.
Applicants must be professionally qualified and have first class experience in the Hotel and Catering Industry. Relevant teaching experience is essential and applicants should preferably possess a teacher training qualification.
Application forms are available from the Principal, South Shields Marine and Technical College, St. George's Avenue, South Shields, Tyne and Wear, by sending a foolscap stamped addressed envelope. Completed forms should be returned to the Principal as soon as possible. (65503) 220026

SURREY

EDUCATION COMMITTEE
BROOKLANDS TECHNICAL COLLEGE
Heath Road, Weybridge, Surrey
DEPARTMENT OF TECHNOLOGY
LECTURER I
ELECTRONICS/TELECOMMUNICATIONS
to teach TEC Certificate Courses and C & G 224. Industrial experience and qualifications to HNC/FTC preferred. Ability to offer microelectronics an advantage.
Salary Scale: Lecturer I - £5355 - £9267 per annum plus £231 per annum London Fringe Area Allowance.
Commencing salary can be at any point from the minimum up to the maximum dependent upon qualifications and experience.
Generous relocation expenses in approved cases.
Further details and application form from the Principal to be returned by MONDAY 14th March 1983. (54839) 220026

SUMMER IN AMERICA.
WORKING WITH CHILDREN
Hundreds of sports & craft teachers (min age 19½) needed in U.S. childrens camps. Over 14,000 BUNACers have enjoyed the summer their lives, so far in our 21 year history. Why not become one yourself. 8 weeks, hard fun work, then up to 6 weeks holiday. Flight work visa, lodging and board all paid for + a salary of $230 or $265.
INTERESTED: CONTACT:- Tim Edwards, BUNACAMP, 58 Berners Street, LONDON W1P 3AE. Tel: 01-637 7686. (67069) 220026

Colleges and Departments of Art

Other Appointments

SALFORD

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY
DEPARTMENT OF ART AND INDUSTRIAL DESIGN
LECTURER (GRADE II) IN EXHIBITION DESIGN
to contribute to a proposed Higher DATEC course in Three Dimensional Design (incorporating Exhibition, Museum, Set and Three Dimensional Graphic Design). Duties to commence as soon as possible.
Salary scale: £6,855 - £11,022 p.a.
Applicants should be graduates and/or possess relevant professional qualifications.
Further details and application forms (to be returned as soon as possible) are available from the Principal, Salford College of Technology, Frederick Road, Salford M6 6PU. Tel: 061-736 6541. (55089) 240026

SURREY

REIGATE SCHOOL OF ART AND DESIGN
L1 HISTORY OF ART & DESIGN
Applications are invited for the above post. Duties to commence from 1st September 1983.
The main responsibility will be for the teaching of General Art & Design history at the DATEC Diploma level, but the post will also involve some teaching of design history to students on Surrey Higher Diploma vocational courses.
Salary Scale: £5601 - £9511 depending on qualifications and experience.
Applications by 25th March 1983 to: Chief Administrative Officer, Reigate School of Art and Design, 127 Blackborough Road, Reigate, Surrey RH2 7DE. (55027) 240026

Polytechnics

Other Appointments

LEICESTER

LEICESTER POLYTECHNIC

School of Pharmacy

LECTURER II/SENIOR LECTURER IN MEDICAL LABORATORY SCIENCES

Post No. 394

Applications are invited for appointment to the post of Lecturer II/Senior Lecturer in Medical Laboratory Sciences, duties to commence 1 September, 1983.

Applicants should be well qualified and have recent appropriate academic and/or practical experience. Preference will be given to candidates with a higher degree and with experience of teaching MLS or a related subject to degree level.

The successful applicant will be expected to take a major role in the teaching and organisation of histology in MLS courses in liaison with professional histologists and cytologists from local hospitals who act as part-time staff. In addition the appointee will be expected to contribute to the teaching and development of other areas in MLS, particularly in the fields of haematology and/or microbiology.

Salary will be: Lecturer II £6,855 - £11,022. Senior Lecturer £10,173 - £11,964 (bar) - £12,816.

Application forms and further details available from the Personnel Officer, Leicester Polytechnic, P.O. Box 143, Leicester LE1 9BH. Tel: (0533) 551551, Ext. 2303. 260026 (55267)

University Appointments

UNIVERSITY OF THE WEST INDIES TRINIDAD

Applications are invited from suitably qualified candidates for the post of PROFESSOR/SENIOR LECTURER IN SPANISH LITERATURE in the Department of French with Spanish. Literature with specialised knowledge in Hispanic and Latin American Literatures.

Salary Scales: (to be reviewed) professor: TT$52,416 - 54,336. Lecturer: Senior TT$38,616 - 51,420. (£1 sterling = TT$3.6923).

FSSU. Unfurnished accommodation or housing allowance. Family passages. Study and Travel Grant.

Application forms (2 copies), should be sent as soon as possible to the Secretary, University of the West Indies, St Augustine, Trinidad. UK applicants should resident in the UK should also send 1 copy to the Educational Overseas Appointments Department, The British Council 90-91 Tottenham Court Road, London W1P 0DT quoting reference U44/83. Further details and application forms are available from either address. (65619) 250026

UNIVERSITY APPOINTMENTS
continued

THE TIMES

HIGHER EDUCATION SUPPLEMENT
The newspaper of higher education provides a notice board for all University appointments.
It has a large established academic readership in Universities and Polytechnics and in other areas from which staff are recruited. Recent research shows that it is the paper selected by the academic staff themselves as being a top source of information for job hunting.
For further information on how to book an advertising space please contact Classified Advertisement Department, The Times Higher Education Supplement, Priory House, St. John's Lane, London EC1M 4BX. Tel: 01-253 3000. (64745) 380000

Fellowships, Studentships and Research Awards

OXFORD

LADY MARGARET HALL
University of Oxford OX2 6QA
A residential Studentship for a Sixth-Form Teacher is offered for Trinity Term 1984.
Particulars on request from the College Secretary. Closing date for applications: 30th April 1983. (67416) 300000

SURREY

UNIVERSITY OF SURREY

Institute of Educational Development

S.S.R.C. RESEARCH STUDENTSHIPS

Applications are invited for S.S.R.C. studentships, commencing October 1983, in this lively interdisciplinary research institute which is currently a designated centre for quota awards. For this year all students must enter for the S.S.R.C. pool competition. Work is aimed at improving Teaching and Learning in Higher Education, in Schools, and in Continuing Education. It provides a substantial programme of formal research training for its postgraduate students and has a good Higher Degree completion record. Preference will be given to candidates who have or are expecting to receive a First or Upper Second Class Honours degree. The subject of the degree should be a science, a social science, or some combination of the two. A deep interest in education is essential; experience is desirable.

The studentships are initially for two years but may be extended to three years and are currently of value. £2,248 per annum. This may be increased through dependant's allowances, a postgraduate expenses allowance and older student's allowance. The successful candidates will be required to register for M.Phil or Ph.D. Preliminary interviews will be held late April.

Application by 21 MARCH 1983 to Professor L.R.B. Elton (JE), Institute of Educational Development, University of Surrey, Guildford, Surrey, from whom further particulars and application forms can be obtained. (54661) 300000

Adult Education

NORTHAMPTONSHIRE

TRESHAM COLLEGE

HEAD OF ADULT EDUCATION GRADE III

Please see display advertisement under Further Education - Heads of Department. (54807) 380000

BERKSHIRE

EDUCATION AUTHORITY

READING ADULT COLLEGE

Full-time Lecturer 1 required from April 1, 1983, as project worker for a 2-year ALBSU Special Development Project. Experience in the field of Adult Basic Education essential, numeracy expertise desirable.

Part-time numeracy tutor (15 hours Associate Lectureship) is also required for the Project from 1 April.

Further details and application forms from The Principal, Reading Adult College, Wilson Centre, Wilson Road, Reading RG3 2RW. Closing date for applications is 21 March; interviews will be held on the week beginning 28 March. (54813) 380000

LONDON

INNER LONDON EDUCATION AUTHORITY
HAMMERSMITH AND NORTH KENSINGTON AEI
Mornington Road W10
Appointment of Borough Language Co-ordinator for Hammersmith and Fulham
LECTURER GRADE II
The main purpose of this post is to seek and assess the English as a Second Language learning needs of Linguistic minorities of post-school age throughout Hammersmith and Fulham. This is a challenging and responsible development job in relation to Qualifications and experience in TESL are essential.
Salary Scale in accordance with the Burnham (F.E.) Report, Lecturer Grade II; £6,855 - £11,022 plus £939 London Allowance.
Details and application forms from the Senior Administrative Officer, Address as above. Closing date: 18 March 1983.
This is a re-advertisement, previous applicants need not re-apply.
ILEA is an equal opportunities employer. (65368) 380000

LONDON

Inner London Education Authority
PUTNEY AND WANDSWORTH ADULT EDUCATION INSTITUTE
HEAD OF DEPARTMENT (GRADE III)
ART & DESIGN
Required as soon as possible.
Applicants should be well qualified in one or more of the departmental disciplines and have substantial and relevant teaching and organising experience in adult and/or further education.
Burnham (F.E.) Head of Department Grade III Salary Scale £12,477 - £13,932 plus £939 London Allowance.
Assistance may be given towards household removal expenses.
Further details and application form, returnable by 18 March 1983 from the Senior Administrative Officer, Putney and Wandsworth, A.E.I. Manresa House, Holybourne Avenue, London SW15 4JF.
ILEA is an equal opportunities employer. (65407) 380000

RAVENSWOOD VILLAGE

Applications are invited from persons interested in working with severly mentally retarded adults with behavioural/learning problems.
The successful candidate will have had training and experience in Special Education or allied field and will be joining a progressive and successful term. Salary will be related to Burnham Scale 1.
Kindly send C.V. to The Administrator, Ravenswood Village, Crowthorne, Berks. (68442) 380000

TRAFFORD

METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
Re-advertisement - previous applicants need not re-apply.
COORDINATOR OF BASIC ADULT EDUCATION
Applications are invited from suitably qualified teachers for this post in the Education Department.
The post is funded through the E.E.C. Social Fund and is to lead a project to expand, mainly through out reach work, adult basic education in the area.
The appointment will be for a fixed term to 30th June 1985 and will be on a Salary Scale of £6,855 - £10,173 and subject to N.J.C. conditions of service.
Application forms and further details from Chief Education Officer, Town Hall, Sale M33 1ZF (061-973 2253, Ext. 266) to be returned by 18th March 1983. (65479) 380000

Youth and Community Service

CROYDON

YMCA
Experienced Youth Worker/Secretary.
Applications are invited from experienced Youth and Community Workers with a Christian conviction for the post of Youth Worker with particular emphasis on developing new areas of work within the programme. The local community and on working with girls.
The Association has an open membership offering a wide variety of Youth Club and sports activities well supported by part-time and voluntary staff. The person appointed will join the existing team of executive staff.
Salary: YMCA Scale 3 - Points 1 - 5.
Applications and further details to Norman Rudge, General Secretary, Croydon YMCA, 1, Landsdowne Road, Croydon CR0 2BX. (57544) 440000

CAMBRIDGESHIRE

KEN STIMPSON COMMUNITY SCHOOL
(MIXED COMPREHENSIVE)
Staniland Way, Werrington, Peterborough.
Tel: Peterborough 76595.
Principal: Mr. D.C. Cameron. B.Sc.
Group 10
(Readvertisement - previous applications will be reconsidered).
REQUIRED FOR SEPTEMBER, 1983 OR SOONER IF POSSIBLE:-
Senior Community Education Tutor - Burnham F.E. Lecturer II, for this 4 F.E. 11 - 18 school, Years 2 - 7 all girls, first year mixed intake, developing to F.E. mixed in new buildings with excellent facilities. A person is required to initiate and develop Community Education Programmes at this newly established school situated in a developing area of the city. Previous experience in Community Education including Adult and Youth work is essential.
Possible housing assistance.
Further details and application forms available from the Principal at the above address (s.a.e. first class). Closing date for receipt of applications 18th March. (55070) 440000

SOUTH GLAMORGAN COUNTY COUNCIL
SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION (CARDIFF)
FACULTY OF BUSINESS AND LIBERAL STUDIES
DEPARTMENT OF BUSINESS STUDIES AND COMMUNICATIONS

LECTURER 1 – TRAVEL AND TOURISM STUDIES

(Re-advertisement)

To commence duties as soon as possible. Applicants for this post, preferably graduates, should have a broad experience in one or more sectors of the industry and will be expected to make a significant contribution to the teaching of both the business and environmental aspects of tourism. A teaching qualification is desirable. The Institute offers the whole range of travel and tourism courses:

UVP
COTAC
BEC NATIONAL
BEC HIGHER NATIONAL

Salary Scale: £5,355–£9,267 p.a.

Further particulars and application forms may be obtained from The Personnel Officer, South Glamorgan Institute of Higher Education, Cyncoed Centre, Cyncoed Road, Cardiff CF2 6XD. Completed applications should be returned within fourteen days of the appearance of this advertisement. (Post No. L1/66).

EDGE HILL COLLEGE OF HIGHER EDUCATION
St Helens Road, Ormskirk, Lancashire L39 4QP

An Associate College of the University of Lancaster

Applications are invited for the following posts tenable from 1st September, 1983.

LECTURER II OR SENIOR LECTURER IN READING AND LANGUAGE STUDIES
To teach on in-service and initial courses of teacher education including the MA in Reading Studies.

LECTURER II IN ENGLISH LITERATURE
To teach on BA and BEd degree courses in English with particular emphasis on contemporary and medieval literature.

LECTURER II OR SENIOR LECTURER IN MATHEMATICS AND COMPUTER EDUCATION
To teach on in-service and initial courses of teacher education and in the BA/BSc programme.

Salary Scales: Lecturer II: £6,855 x 10 increments to £11,022
Senior Lecturer: £10,173 x 6 increments to £12,816.

Burnham Further Education Conditions of Service apply.

Lancashire County Council is an equal opportunity employer.

Further particulars and forms of application may be obtained from the Personal Assistant to the Director (Tel: 0695 75171).

Completed applications should be returned by Monday, 21st March.

POSTGRADUATE AWARDS

ACADEMIC YEAR 1983/84

STUDENTSHIPS

The Department of Education for Northern Ireland (DENI) is offering a limited number of awards for full-time research training and research related to industry and for full-time postgraduate courses leading to higher degrees in HUMANITIES, SCIENCE AND TECHNOLOGY, SOCIAL SCIENCES AND NATURAL ENVIRONMENTAL STUDIES.

Normally, applicants should be ordinarily resident in Northern Ireland and hold or hope to obtain at least an upper second class honours degree.

BURSARIES

DENI is also offering some awards for full-time postgraduate courses (excluding teacher training) which leads to Certificates or Diplomas. Applicants should normally be ordinarily resident in Northern Ireland and hold or hope to obtain at least a pass degree or equivalent qualification.

HOW TO APPLY

For courses in Northern Ireland, apply first of all to the Institution for a quota place. The Institution will provide grant application forms to students offered quota places. DO NOT send completed forms direct to DENI but return them to the Institution's academic department by its closing date.

For courses outside Northern Ireland, ask DENI for a grant application form. Return the completed form direct to DENI. THE CLOSING DATE FOR SUBMISSION IS 3rd MAY, 1983. You should submit the form in anticipation of degree results or firm offer of a place, if necessary.

Further details from:
Postgraduate Awards Branch
Department of Education for Northern Ireland
Rathgael House, Balloo Road
Bangor, Co Down, BT19 2PR
Telephone: Bangor 66311, Ext. 529

SPECIAL NOTE

Persons ordinarily resident in Northern Ireland are not eligible for postgraduate awards from award-making bodies in Great Britain.

Awards for postgraduate teacher training are NOT available under these schemes.

HEAD OF FACULTY OF CATERING AND BUSINESS STUDIES

COLCHESTER INSTITUTE

Sheepen Road, Colchester, Essex CO3 3LL
Telephone: 0206-70271.

This post will become vacant following the retirement of the present holder in August 1983. The person appointed will have overall responsibility for the academic development and resource management of the Faculty, which includes the Schools of Hotel and Catering Studies, Professional and Management Studies and Secretarial Studies and Office Technology. The Institute offers a variety of courses in these disciplines up to Higher National Diploma level, and there is a lively and well qualified staff ready to respond to active leadership.

Candidates should be well qualified in a relevant academic discipline and have good teaching and management experience in further/higher education.

Salary: Head of Department IV £13,491–£15,117 per annum, plus £948 per annum allowance.

Further details and application forms obtainable from the Director at the above address.

Closing date 18th March, 1983.

ESSEX County Council

SHEFFIELD EDUCATION DEPARTMENT

ASSISTANT ADVISER – ADULT EDUCATION

Soulbury Scale HT Group 7 – £12,405–£13,578

Applications are invited from those with experience in adult education for this post in the central team consisting of a General Adviser, Assistant Adviser and three Tutor/Co-ordinators. The post includes advisory duties in relation to Committees and field staff, with some concentration in areas of in-service training, links with other post-16 education and curriculum development. The appointment will commence as soon as possible.

Closing date 18th March, 1983. Please quote reference ST/P/CW.

ADULT EDUCATION TUTOR

Burnham FE Lecturer Grade II – Currently £6,855–£11,022

An Adult Education Tutor is required to be in charge of the Hurlfield Centre in the Eastern Adult Education Division Establishment. Candidates should have experience of teaching adults in formal and informal settings and of work in the community. The Centre has a large mainstream and Adult Basic Education programme based on a school campus with outreach work on adjoining council estates. The post is to commence on 1st May or as soon as possible.

Closing date 18th March, 1983. Please qu[illegible] CE/E/AET.

Application forms and further details from the Chief Education Officer (quoting above reference), Education Department, PO Box 67, Leopold Street, Sheffield S1 1RJ.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.

Association for Science Education
Department of Education and Science
Health Education Council
Northern Ireland Council for Educational Development
Schools Council

The Secondary Science Curriculum Review wishes to appoint a

Research and Development Officer

who will be responsible for promoting and encouraging a range of alternative approaches to health education in the context of science education. The work will be an integral part of the general review of science education programmes for all 11–16 year old pupils. Applicants should have a sound professional knowledge of the science curriculum and of current approaches to health education. The abilities to work independently, to establish creative working links with a variety of individuals and organisations, and to communicate effectively are essential.

The post will be attached to and managed from the Secondary Science Curriculum Review in London but the officer appointed will have national responsibilities.

Salary will be in the range £8,340–£12,141 (plus London allowance if appropriate) and the appointment will be from 1st September, 1983 to 31st August, 1986. Secondment from present post will be acceptable.

Detailed information and application forms are available from Mrs. A. C. E. Stewart, Schools Council, 160 Great Portland Street, London W1N 6LL (Tel: 01-580 0352, Ext. 429) and should be returned by 25th March, 1983. Interviews will be in London in April.

Havering Technical College

LECTURERS 1

(Salary within range £5,904–£9,816 inclusive)

Applications are invited for:

(a) English & General Studies
in Academic & General Studies Department.

(b) Secretarial & Office Studies
to all levels in Secretarial & Office Studies Department.

Havering

Write for details and application form, enclosing a stamp, to the Principal, Ardleigh Green Road, Hornchurch, Essex, RM11 2LL.

Applications to be returned by 21st March, 1983. (Re-advertisement).

Acton Technical College

LECTURER I IN BUSINESS STUDIES

Having some specialism in Law, to teach that subject and others in Business/Social Studies courses up to BEC National level and similar.

LECTURER I IN ENGLISH AND COMMUNICATION

Teach language and communication skills to Business, English and Science courses. Graduate with teacher training is sought.

Write, or telephone 01-993 2344, Ext. 2638, for further details and application form to:

The Registrar, Acton Technical College, Mill Hill Road, Acton, London W3 8UX.

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE

ADULT EDUCATION ORGANISER

Applications are invited for the post of Adult Education Organiser.

Applicants should have a good Honours Degree, relevant teaching experience, and a background of senior management responsibilities in either an Education Department, a College or a large Adult Centre. The successful candidate will be required to produce an immediate and comprehensive review of the Adult Education Service in Croydon.

Salary: Soulbury Head Teacher Group 10 Scale (£15,249–£16,443) + £615 London Allowance.

Particulars and application forms to be returned by Friday, 25th March, 1983, may be obtained from the Director of Education (TAS), Taberner House, Park Lane, Croydon CR9 1TP.

YOUTH AND COMMUNITY
continued

HARROW

HARROW EDUCATION

YOUTH AND COMMUNITY OFFICER

Salary Soulbury Main Range 4 - 8 (10,359 - 11,496) + £549 London Weighting

We have a vacancy in the team of Youth and Community Officers ing to the retirement of one Officer. Applicants should have sound experience in both field work and administration. The successful applicant will not only need to be able to work as a member of a team and be able to lead a team of full time and part-time staff, but at the same time undertake duties in particular areas of responsibility. Experience in crafts, the arts and music would be an advantage.

Informal enquiries may be made to Mr. Michael Pickles, Assistant Education Officer (Further Education), Tel: 01-863 5611. Ext.2088.

Application forms and further particulars from the Assistant Controller of Education Services (Admin), London Borough of Harrow, P.O. Box 22, Civic Centre, Harrow, Middx HA1 2UW or telephone the above number and ask for ext. 2307/8. Reference to be quoted /2502

Application forms returnable within 14 days.

Harrow is an Equal Opportunity Employer. (54133) 440000

LINCOLNSHIRE

Applications are invited from qualified leaders with youth service training and experience for the post of Youth Worker at St Giles Youth Centre, Lincoln.

Salary is JNC Youth Leaders and Community Centre Wardens, Range 3, points 1 - 5 (i.e. £7,146 - £8,034).

Application forms and further particulars are obtainable from the Divisional Education Officer, 4 Lindum Road, Lincoln, to whom completed forms should be returned within 14 days of the date of this advertisement. (55266) 440000

LONDON

Inner London Education Authority
PIMLICO COMMUNITY EDUCATION PROJECT
PIMLICO YOUTH CENTRE
PIMLICO SCHOOL
Lupus Street SW1V 3AT
ASSISTANT HEAD OF CENTRE
Youth
Lecturer Grade II required to be concerned with the youth provision in a new community education initiative involving youth and adult education Services. Applicants should be qualified teacher with training an experience in youth work in a community setting, together with supervisory experience.

Burnham (F.E.) Lecturer Grade II salary scale: £6,855 - £11,022, plus £939 London allowance.

Assistance may be given towards household removal expenses.

Details and forms returnable by 18 March 1983 from the Education Officer (CEC.5), The County Hall, SE1 7PB, (stamped addressed foolscap envelope).

ILEA is an equal opportunities employer. (65406) 440000

HILLINGDON

LONDON BOROUGH OF HILLINGDON

ORGANISER - UNIT TWO RENDEZVOUS

Salary within JNC Range 3 £7695 - £9315 p.a. inclusive

We are looking for someone holding recognised Youth Worker/Teacher status preferably with demonstrable relevant experience but excluding the newly qualified or qualifying, to organise, staff and run this rendezvous. The Centre is in West Drayton and caters primarily for young people of 16 - 25 in their leisure intensive time and the postholder will be expected to undertake some external detached work to attract users.

Fringe benefits in appropriate cases may include legal fees for house purchase (max. £800), 75% removal expenses and temporary lodging allowance.

Application forms and further particulars from the Personnel Officer, Civic Centre, High Street, Uxbridge UB8 1UW. Telephone Uxbridge 50389, quoting reference E/26/117XE. Closing date: 18.3.83. (65470) 440000

WIGAN

METROPOLITAN BOROUGH OF WIGAN

YOUTH SERVICE

Required as soon as possible DISTRICT YOUTH WORKERS.

Salary with Range 3 of JNC points 3 - 7 £7,584 - £8,475

Suitably qualified and experienced men or women (Teaching Certificate, Diploma in Youth Work, Certificate in Youth and Community Work).

To have oversight of Authority maintained Youth Centres, two in the Higher Folds and Tyldesley areas and two in the Golborne and Lawton areas.

Both posts carry some District responsibilities.

Application forms and further particulars available from and returnable to the Director of Education, Youth Service, Gateway House, Standishgate, Wigan. Closing date 8th April, 1983. Ref A9. (54989) 440000

WALSALL

METROPOLITAN BOROUGH EDUCATION COMMITTEE
DIRECTOR OF SCHOOL & COMMUNITY ACTIVITIES
(£7,008 - £9,999)

Required at each of the following two schools:- Aliens Rough JMI School, Hilton Road, Willenhall and Noose Lane JMI School, Noose Crescent, Willenhall.

Suitable applicants will be expected to have qualifications and/or experience in one or more of the following:- adult education, youth work, community work, social service, leisure and recreation management.

Application forms and further details available on receipt of a SAE from the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1DQ, to whom they should be returned by 14th March 1983. This Authority is an equal opportunity employer. (65443) 440000

Overseas Appointments

ATHENS TO ZIMBABWE

Hundreds of teachers working all over the world learned Teaching English as a Foreign Language (TEFL) with Linguarama before taking up their position. See also under 'Educational Courses'. (55323) 460000

BELGIUM

THE BRITISH SCHOOL OF BRUSSELS

An independent co-educational school of 1000+ pupils, requires a qualified and experienced Educational Psychologist as Head of its Special Services Department.

Further information from The Headmaster, British School of Brussels, Steenweg op Leuven 19, 1980 Tervuren, Belgium. (55373) 460000

BERMUDA

Teaching vacancies available in the following subject areas at Warwick Academy, Warwick, Bermuda:

for the year commencing September 1, 1983: Chemistry, Male Guidance Counsellor, French, Mathematics;

for the year commencing September 1, 1983: German with French, Portuguese with German or French Speech and Drama.

Degree and teacher certification required. Apply to: Dr. Joseph Marshall, Headmaster, before March 25th 1983:' (54828) 460000

CHRISTIAN TEACHERS

Needed for Secondary Schools in Africa and New Guinea. Challenging work. Volunteer terms.

Volunteer Missionary Movement, Shenley Lane, London Colney, Herts. AL2 1AR. (15299) 460000

CYPRUS

TEACH IN CYPRUS AND THE MIDDLE EAST

Many hundreds of teachers for all subjects and grades will be required from primary to university levels for this and the next academic year. Good pay, no tax, warm climate and good employment conditions.

For details of how to contact employers please send one pound. Should you find this offer unacceptable please tell us why, return our literature and we shall send you your money less 30 pence for postage.

Epic, P.O. Box 3711, Nicosia, Cyprus. (63743) 460000

GERMANY

Lector required at Weingarten teacher training college for 3-4 years, beginning October 1983 to teach courses in English Language, and British culture and institutions. Salary approx. 3,000.-- DM per month. Applicants must be native speakers of English holding a degree in English linguistics or German and recognised for T.E.F.L. or applied linguistics qualification. A fair knowledge of German is required.

Closing date for applications, 30th March 1983. Fach English, Padagogische Hochschule Weingarten, Kirchplatz 2, 7987 Weingarten. (55186) 460000

GREECE

Qualified English teachers having experience, wanted for foreign language institutes, in the most beautiful suburbs of Athens and in districts near the sea. Interviews will be given in London.

Write now, sending a copy of Diploma C.V. and photograph to: Klavas School, Markopoulo Attikis, Greece.

Please reply 4.3.83 (65286) 460000

CAMBRIDGESHIRE

SOCIAL SERVICES DEPARTMENT
KNEESWORTH HOUSE SCHOOL,
Kneesworth, Nr. Royston, Herts.

Teacher/Counsellor

Salary range (Burnham I) £4,932–£7,755/£8,340 (if good Hons. Grad.) plus £1,005 p.a. Approved School Allowance plus £1,869 p.a. Extraneous Duty Allowance.

Teacher/Counsellor with responsibility for organizing P.E. and Outdoor Activities required from 18th April, 1983, or as soon as possible thereafter, at this Community Home with Education on the premises for up to 54 boys, aged 13–17, all of whom are of average intelligence or above. The normal P.E. activities are offered as well as a variety of outdoor pursuits. The successful candidate will also be expected to teach some English and to coordinate the Social Skills programme in the school. There is also a counselling responsibility for a small group of boys.

A flexible approach is essential, allied to a sympathy for young people who have had their lives disrupted by events which are often beyond their own control.

This is a permanent appointment for a suitable candidate, but a temporary appointment for one term (1st April – 31st August) would also be considered if the permanent post holder could not take up his duties until 1st September.

Informal enquiries to Mr A. L. Jones, The Headmaster on Royston 42284/5.

Application forms from the Director of Social Services, Castle Court, Castle Hill, Cambridge. Telephone Cambridge 317514 quoting reference SE/27. Closing date for return of forms 17th March, 1983.

PRINCIPAL OFFICER

Youth & Community Education
PO1(c) £10,860–£12,174

The successful applicant will be responsible for the organisation and administration of the Essex Youth Orchestras and the Essex Dance Theatre and will be required to undertake other duties in the Youth and Community Education field.

The post will be based at the County Education Office.

Closing date: 18th March, 1983.

Application forms and further details available from County Education Officer (P), P.O. Box 47, Chelmsford, CM1 1LD. Telephone: 0245 67222, Ext. 2626.

ESSEX
County Council

SAUDI ARABIA

MANARAT INTERNATIONAL SCHOOLS

JEDDAH, RIYADH, DAHRAN

There are vacancies for the school year beginning August 1983 for fully qualified teachers with at least three years' teaching experience for the following positions:

* PRIMARY LEVEL
* SECONDARY LEVEL IN BIOLOGY, CHEMISTRY, PHYSICS and GENERAL SCIENCE
* ENGLISH AS A FOREIGN LANGUAGE T.E.F.L.

Priority given to married teacher couples.
Excellent remuneration in line with experience and qualifications.
Benefits include free accommodation, two month's annual paid leave with free air tickets.

Please send detailed curriculum vitae, two passport photographs, self-addressed envelope and CONTACT TELEPHONE NUMBER to BOTH the following addresses:

Mr Ahmed El Shawi
29 Belgrave Square
London SW1X 8BQ

Manarat Schools' Administration
PO Box 3446
Jeddah, Saudi Arabia

THE BRITISH COUNCIL

Educational Posts Overseas

CHINA

Senior Lecturers and Lecturers in English as a Foreign Language

Universities and Teacher Training Colleges in Peking and Provincial Centres.

Reference: 83 B 23–32

Duties: Classroom teaching of basic language skills, especially oral development. Formal lecturing on methodology, linguistics, stylistics, social/historical background. Some posts include testing, syllabus decision and materials production.

Qualifications: Degree in English or other Modern Language, postgraduate TEFL qualification, minimum 5 years relevant TEFL experience (Senior Lecturer) or minimum 2 years (Lecturer).

Salary: Yuan 500 – Yuan 700 per month plus annual sterling subsidy £5,202. (3.00 Yuan equals £1).

Benefits: Free accommodation; air fares; baggage/installation grant; superannuation contribution.

Contract: September 1983 for 1 year, renewable.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT.

THE BRITISH COUNCIL

Social Services

PE Teacher

Stamford House Regional Assessment Centre, 206 Goldhawk Road, London W12

Are you a qualified PE Teacher looking for a new challenge? If so, you may be interested in leading the PE Department at Stamford House. You would be responsible for organising and developing the Health Education and Physical Education teaching programme, maintaining the facilities of the department (including a gymnasium and swimming pool) and for liaison with outside agencies. An interest in outdoor pursuits/swimming is desirable.

Burnham Scale II + £1,869 EDA, £1,005 Community Schools allowance + £834 London Weighting.

Application forms from Staff Section, London Borough of Hammersmith & Fulham on 01-748 7620 (24-hour answering service).

APPLICATIONS WELCOMED FROM DISABLED PEOPLE.

Hammersmith & Fulham

BIRMINGHAM CITY COUNCIL EDUCATION DEPARTMENT

SENIOR NEIGHBOURHOOD COMMUNITY WORKER

Erdington Hall/Kingsbury Road Neighbourhoods (AEYC/SJW/264)

Burnham F.E. Lecturer Grade II;
£6,855–£11,022 p.a. with JNC conditions of service,
(Re-advertisement: previous applicants need not re-apply)

To be responsible to the Principal of the Erdington and Kingstanding Institute for the organisation, supervision and development of adult education, youth and community activities at Kingsbury Road Community Centre and for working with the local community in identifying local needs and developing organisations and activities to meet those needs. The Senior Worker is assisted by a full-time Community Worker.

NEIGHBOURHOOD YOUTH AND COMMUNITY WORKER

Kingstanding (AEYC/SJW/266)
JNC 3b: £7,359–£8,253 p.a.

The Worker will be a member of a team of staff led by the Community Education and Recreation Officer for the Kingstanding neighbourhood. The Worker will have particular responsibility for youth activities at the 610 Community Centre. The appointment is temporary to 31st March, 1985, whilst the present holder is seconded to another post.

Application form and details – please send stamped, addressed envelope and quote reference number – from

City of Birmingham Education Department
Adult Education, Youth and Community Branch
Margaret Street, Birmingham B3 3BU

Closing date: Monday, 21st March, 1983.
Canvassing will disqualify.
There is a scheme for assistance with removal expenses.

SULTANATE OF OMAN

ROYAL GUARD BOYS TECHNICAL SCHOOL

TEACHER OF ENGLISH STUDIES (PRIMARY)

The post commences 1st September 1983 and is initially for 2 years. The contract is renewable by agreement. Candidates must be male UK citizens with a British educational background. A minimum of four years teaching experience is required, together with a Teachers Certificate. A TEFL qualification or experience with Second Language teaching is preferred, with experience in primary or early middle school education.

Salary: R.O. 500-620 per month (paid in Riyals Omani free of local tax. At R.O. 0.600 = £1 is equivalent to £10,000-£12,400).

Bradford & Ilkley Community College is co-ordinating this appointment on behalf of the Royal Guard Boys Technical School. The School is residential and currently accommodates 160 pupils in classes from Year 1 (10-12 years) to Year 8 (18-20 years):

Application forms and further details are available from:
A. W. Hodgson, Staffing Officer, Bradford & Ilkley Community College, Great Horton Road, BRADFORD BD7 1AY.
CLOSING DATE: 16th March 1983.

RAS AL KHAIMAH ENGLISH SPEAKING SCHOOL U.A.E.

Required for September 1983

ONE INFANT AND ONE JUNIOR TEACHER

The school was established in 1976 and has a small roll of children, between the ages of 4½ and 11½ years, who are mainly the children of British, European and Arab expatriates. The school complex consists of 1 main building divided into 3 classrooms and one hall/gymnasium, five individual porta cabin classrooms, 1 library and 1 administration block.

A British type primary curriculum is followed and teachers also participate in afternoon activities. The Infant Teacher would also be responsible for a combined class of 5½–7½ years whereas the Junior Teacher for a combined class of 7½–9½ years. Preference will be given to candidates who can offer French or Music as an additional subject.

Salaries are tax free, an overseas allowance, superannuation benefits, end of contract gratuity are offered. Shared rent free fully furnished accommodation is provided including free water and electricity.

Two year contracts are offered with annual return air passage to U.K. plus a baggage allowance. Only single male or female U.K. trained and fully qualified teachers should apply. Interviews will be held during April in London.

Please apply immediately in your own handwriting with full curriculum vitae. Include a recent photograph and the names of two referees to:

Miss Irene Finlayson, Headmistress,
Ras Al Khaimah English Speaking School,
P.O. Box 975, Ras Al Khaimah, U.A.E.

THE ENGLISH SCHOOLS FOUNDATION

HONG KONG

Island School

Requires for September 1983 a

HEAD OF ENGLISH

(Scale 4)

Salary Range HK$11,445–HK$15,375 pm
Housing and other benefits

Applicants should write to the Principal, Mr C. J. Driver, Island School, 20 Borrett Road, Hong Kong. Immediately, enclosing a tabulated CV, their UK telephone number and the names and addresses of three referees.

OVERSEAS
continued

CHINA

VISITING LECTURESHIPS IN ECONOMICS, QUANTITATIVE TECHNIQUES AND MANAGEMENT STUDIES AT SHANGHAI, PEOPLE'S REPUBLIC OF CHINA

The UN Economic and Social Commission for Asia and the Pacific (ESCAP) invites applications for lectureships in the following subjects:

Economics (with special emphasis in microeconomics);
Quantitative Techniques (statistics, programming, econometrics);
Management Studies (accounting, finance, decision theory),

to teach the first year of a 3-year special graduate course at the Shanghai Maritime Institute which is a teaching institution at university level.

Appointments will be for 11 months (from 1st September 1983) or 5 months (from 1st September 1983 or 10th February 1984). Applicants (who may be couples of teachers) should have substantial experience of university teaching, much initiative, adaptability and sensitivity to the needs of a group of 15 able graduate of the Institute.

Competence to teach several subects (e.g. economics and statistics or management studies or transport economics) will be an advantage. Instruction in English.

For details write, with c.v., to Mr. Petter C. Omtvedt, Senior Shipping Adviser, ESCAP, P.O.Box 5865 - Hegdehaugen, Oslo 3, Norway. (65382) 460000

FIJI

The School of Maritime Studies, Fiji Institute of Technology, invites applications for the following post tenable on contract to the Government of Fiji for 2¼ - 3 years commencing as soon as possible:

LECTURER IN NAUTICAL STUDIES (83/D/23)

to teach all Fiji Marine Board Deck Certificate of Competency up to Grade II Master; assist with Radar and Navigational aid courses; to teach and assist with course development and project work for Cadets plus daily administration and timetabling of all Deck courses and other related areas as necessary.

Grade I (FG) Certificate of Competency or BSc. in Nautical Studies and First Mate (FG), relevant teaching experience essential. Age limits 25 - 45.

Candidates must be citizens of the United Kingdom.

Salary in range: £10,964 - 14,536 (married) or £9,128 - 12,433 (single)

(inclusive of a tax free supplement paid by the British Government under its aid programme).

25% terminal gratuity on basic salary; an appointment grant and interest free advance of £2,700 are payable in certain circumstances; housing at economic rent; free air passages; education allowances and holiday visit passages for children.

Further particulars and application form from The British Council, Overseas Educational Appointments Department (D3), 90/91 Tottenham Court Road, London W1P 0DT. 01-580 6572 Ext 24. Ref: FJ1 TES. (55112) 460000

KENYA

KENYA POLYTECHNIC

Invites applications from suitably qualified candidates for the following vacancy:

LECTURER IN WATER ENGINEERING (83D24)

to teach Hydraulics, Hydrology and Sanitary Chemistry to students taking Ordinary Higher Diploma courses in Civil and Water Engineering and assist in the development of higher level courses in Civil and Water Engineering.

Degree in Public Health Engineering, Water Engineering or equivalent with minimum four years relevant industrial experience including at least two years appropriate F.E. teaching experience; ability to teach C.E. Construction. Experience in development of hydraulics models and students projects desirable. MIWES an advantage.

Appointment on contract to the Government of Kenya for an initial 30 months commencing as soon as possible.

SALARY:
£8,019 - £10,891 (single)
£9,537 - £12,409 (married)

including a normally tax free supplement paid by the British Government under its aid programme. 25% terminal gratuity on basic salary; free air passages; housing; holiday visit passages and education allowances for children; an appointments grant and interest free advance of £2,700 are payable in certain circumstances.

Candidates must be citizens of the United Kingdom preferably aged 30 - 45.

Further particulars and application form obtainable from the British Council Overseas Educational Appointments Department (D/Tstco), 90/91 Tottenham Court Road, London W1P 0DT. 01-580 6573, Ext. 24. Ref: KP/TES. (55111) 460000

English Language Centre

University of Petroleum & Minerals
Dhahran, Saudi Arabia

The ELC is responsible for preparing approximately 1000-1400 male students per year for study in all-english-medium technical courses leading to Bachelors' Degrees in Science, Engineering and Management. The centre currently employs some 70 Teachers (British, American, Canadian and Australasian) and is expected to expand. The programme is biased towards English for academic purposes. Well-equipped language labs, an audio-visual studio and 60 computer assisted instruction terminals form part of the technical equipment available.

We have opportunities for well-qualified, committed and experienced Teachers of English as a foreign language as from September 1983. Applicants should be willing to teach in a structured, intensive programme which is continually evolving and they are encouraged to contribute ideas and materials.

QUALIFICATIONS:
1. M.A in TEFL/TESL or Applied Linguistics.
or 2. Postgraduate Diploma in TEFL or TESL from a recognised University.
or 3. Postgraduate Certificate in Education (TEFL/TESL).

EXPERIENCE:
Minimum two years' teaching experience in TEFL/TESL overseas.

STARTING SALARY:
Depending on qualifications and experience. Salary is free of Saudi taxes.

ADDITIONAL BENEFITS:
1. Rent-free, air-conditioned furnished accommodation. All utilities provided.
2. Gratuity of one month's salary for each year worked, payable on completion of final contract.
3. Two month's paid summer leave each year.
4. Attractive educational assistance grants for school-age dependent children.
5. Transportation allowance.
6. Possibility of selection for University's ongoing summer programme and evening programme with good additional compensation.
7. Outstanding recreational facilities.
8. Air fares, excess baggage allowance and per diems paid at beginning, middle and end of contract.

CONTRACT: For two years renewable.

Write for an application form quoting this advertisement and include a complete curriculum vitae (it is vital that you include this information, and only this information, at this stage) to:

Dean Of Faculty & Personnel Affairs,
University of Petroleum & Minerals,
P.O. Box 144, Dhahran International Airport,
Dhahran, SAUDI ARABIA.

Secondary Education
ASSISTANT EDUCATION OFFICER

ST. HELENA

To head the Secondary Selective School; to organise further education offering a range of subjects to 'O' and 'A' level and practical courses; to assist in the development of curriculum and teaching methods in the three other Secondary Schools and to assist with the teacher training programme.

Applicants, aged 40-45 should possess a BEd or equivalent and should have taught to GCE 'A' level in Humanities, especially History. Experience as a Head of Department would be an advantage and an interest in either sports or crafts would be useful.

Appointment 2-3 years. Salary in range £9,321 - £12,042 including an allowance normally tax-free of £5,778 for single officers and £8,202 for married officers. Terminal gratuity of 25% basic salary.

Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free loan of up to £2,700 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and application form please apply, stating post concerned giving details of age, qualifications and experience, quoting reference AH 372 KE to:

Appointments Officer, Overseas Development Administration,
Room AH 351,
Abercromble House,
Eaglesham Road,
EAST KILBRIDE,
Glasgow G75 8EA.

ODA

OVERSEAS DEVELOPMENT

BRITAIN HELPING NATIONS TO HELP THEMSELVES

OVERSEAS
continued

ITALY

"ITALIAN IN VENICE" 3-week study holiday July 24th - August 12th. 45 hours Italian lessons plus lectures, guided visits etc. Fee 270.000 lire. Accommodation arranged. Please write: The British Centre, S. Marco 4267a, Venice. Tel. 86612. (54827) 460000

NORWAY

VESTLANDETS KUNSTAKADEMI THE NATIONAL ACADEMY OF FINE ARTS
Bergen, Norway
From autumn -83 the academy has vacancies for a period of three years, as:
HEAD OF PAINTING DEPARTMENT & HEAD OF TEXTILE DEPARTMENT.
For the terms 83/84, there is also a surrogate position, with possibility of extension, as:
HEAD OF PRINTMAKING DEPARTMENT
The academy has university status and for the appointments applicants are required to have suitable qualifications. These qualifications judged by a special committee, are normally obtained through a combination of:
educational qualifications comparable to lecturer scale 1.
documentation of artistic activity after completed education.
Therefore applicants are required, in addition to the written application, to provide documentary evidence of artistic activity.
Further information concerning the academy and appointments by request.
Application before the 1. April 1983 to VESTLANDETS KUNSTAKADEMI, BRYGGESTREDET, 5000 BERGEN, NORWAY. Tel: 05-31 73 50. (65493) 460000

KENYA

BRAEBURN SCHOOL
A private primary school in Nairobi has a vacancy in September for an upper primary teacher with a special interest in boys games.
Applications to the Headmaster, c/o 10 Fisher Close, Stubbington, Fareham, Hampshire. Interviews will be held during March. Send invoice to T.L.K. Childs, 10 Fisher Close, Stubbington, Fareham, Hants. (55139) 460000

KUWAIT

GULF ENGLISH SCHOOL
Infant teachers for 4½ to 7½ years.
Secondary teachers of physics, art, chemistry, music, biology and library for September 1983.
Continued expansion has generated vacancy in August 1983 for a Secondary Deputy Head Teacher.
Candidates of wide administrative and curriculum experience are invited to apply.
Applications especially welcome from single teachers and married teaching couples without children.
Full CV and contact Mrs S. Dajani, Flat 2, The Ivory House, St Katharine-by-the-Tower, London E1 9AT. Tel: 01-488 2400. (67481) 460000

LIBYA

THE BRITISH SCHOOL
Benghazi
Required for September, married couple, both qualified primary teachers with no children. Two year contract. Furnished accommodation. Interest free car loan. Employer's superan. Annual air fares to UK and Malta. Salary LD 500 gross p.m. each. (Currently LD 1 = £2.00 approx).
CV and references to Headmaster, 50 Mersea Avenue, West Mersea, Colchester CO5 8JL.
Closing date 31 March. Interviews 4 - 12 April. (65341) 460000

KUWAIT

GULF ENGLISH SCHOOL
Infant and Junior Teachers required for this English Medium School for Sept. 1983. Also Infant P.E. Specialist required.
If interested please ring the Headmaster, Mr. R. W. Sheffield, on 01-481 2575 immediately or to Mrs Dajani, Flat 2, The Ivory House, St Katharine's by the Tower, London E1 9AT. (65563) 460000

SOUTH AFRICA

SCIENCE TEACHER (Physics and Chemistry) required for senior classes from January, 1984 by King Edward VII School, Johannesburg, South Africa.
King Edward VII School is an academic secondary school under the control of the Transvaal Education Department. It has an enrolment of 921 boys (201 Boarders), many of whom proceed to University. The School is one of 30 "exempted" schools in the Transvaal which are responsible for their own matriculation examinations. Apart from a good academic record, the School is successfully involved in the cultural and sporting areas.
Interested teachers are invited to write to the Headmaster for further particulars, setting out full information concerning:-
Academic and professional qualifications (including statements of courses passed).
Teaching experience.
Other personal information:
The School is able to assist with accommodation). King Edward VII School, St. Patrick Road, Houghton 2198, Johannesburg, South Africa. (65564) 460000

SOUTH AFRICA

ST JOHN'S COLLEGE
Johannesburg, South Africa

MATHEMATICS MASTER

Required from September 1983 or January 1984 to teach up to South African Matriculation and Cambridge A levels.
Apply to the Headmaster, St. John's College, St. David Road, Houghton 2196, Johannesburg, giving full c.v. plus names of two referees.
Applicants can be interviewed in England in April.
Closing date for applications, 30th March 1983. (55121) 460000

SWITZERLAND

GENEVA ENGLISH SCHOOL

Required for September 1983, one versatile Junior qualified class teacher. Experience essential. Interest in Physical Education/Girls Games and Craft an advantage.
Please send letter of application with photograph, curriculum vitae and the name, address and telephone number of two referees, or copies of two recent testimonials to: The Headmaster, Geneva English School, 11 chemin des Rayes, 1222 Vesenaz/Geneva. (55121) 460000

AUSTRALIAN EXCHANGE
Primary teacher at Catholic School in Canberra wishes to exchange position, house, maybe car for 1984. Am married with one child.
Please reply promptly giving details of above and teaching experience to Mr. John Bourke, 8 Clisby Close, Cook, A.C.T. 2614, Australia. (54117) 460000

Administration Local Education Authority

COVENTRY

REGISTRAR
HEREWARD COLLEGE OF FURTHER EDUCATION FOR THE PHYSICALLY HANDICAPPED
£8,658 - 9,231 or £10,071
Hereward College, a national residential college for physically handicapped students over 16 years of age, provides a range of further education courses of one to three years' duration.
The Registrar acts as Clerk to the Academic Board and is responsible to the Principal for financial, administrative, and personal matters within the College. These include arrangements for admission of students, examinations, appointments and general personnel matters: ordering of supplies and equipment, budgetary control and estimate preparation. The Registrar may also be called upon to carry out certain pastoral duties for which additional emoluments would be paid.
Applicants should be able to demonstrate substantial relevant previous experience and should preferably hold an appropriate qualification.
Application forms and further particulars from the Director of Education, Room 948, New Council Offices, Earl Street, Coventry CV1 5RS. Tel: Coventry 25555, Ext. 2202.
Returnable within 14 days of the appearance of this advertisement.
An equal opportunity employer. (65439) 480000

HERTFORDSHIRE

CAREERS SERVICE
SENIOR STUDENT CAREERS ADVISER - POD (£9,687 - 10,746 inclusive)
Applications are invited from qualified and experienced Careers Officers for this post, which has become vacant following the appointment of the present holder to a University Post. Preference will be given to graduates with knowledge of experience of science or technology.
Further details from the County Careers Officer, County hall, Hertford. (Tel: 54242, Ext. 5569) for return two weeks after the appearance of this advert. (65550) 480000

HERTFORDSHIRE

CAREERS SERVICE
Applications are invited for the post of CAREERS OFFICER in the South-West Hertfordshire Division, based at Watford, to work with young people all abilities. Applicants should be qualified Careers Officers. Salary Scale AP3/4 £6,243 - £7,815 (inclusive) qualifications and experience will be taken into account when determining the starting point.
Applications forms and further details available from County Careers Office, County Hall, Hertford (Tel: 54242, Ext. 5569) for return two weeks after the appearance of this advert. (65551) 480000

INTERNATIONAL SCHOOL OF TANGANYIKA LTD.

SENIOR SCHOOL
(Grades 7-12)
VACANCIES FOR SEPTEMBER 1983

1. Teacher of English to IB/AP Level
2. Teacher of History to IB/AP Level
3. Teacher of Mathematics to IB/AP Level
4. Teacher of Economics to IB/AP Level with some Geography and Commercial Studies
5. Teacher of Biology to Ordinary Level/Grade 11
6. Teacher of General Science to Ordinary Level/Grade 11
7. Teacher of Social Studies Grades 7–10

ELEMENTARY
(Grades 1–6)
VACANCIES FOR SEPTEMBER 1983

1. Reading Director – preferably with experience of Houghton Mifflin Reading Scheme
2. Teacher of ESL
3. Teacher of Music (Grades 1–3)
4. Classroom teachers.

For further information send a large (we mean LARGE) stamped addressed envelope to the U.K. Secretary, 25 Hall Lane, Merseyside L31 3DY.

A career and a challenge

Work in one of the largest ESP operations in the world

King Abdulaziz University Jeddah Saudi Arabia



Applications are invited for the following posts in the English Language Centre:

FOREIGN LANGUAGE TEACHERS (ESP)

Duties: include teaching, materials development and class administration.

Qualifications: A TEFL/TESL qualification is obligatory.
This can be either an M.A./M.Ed./M.Sc. in TEFL/ESP/TESL or a postgraduate diploma in TEFL or TESL or postgraduate certificate in Education (TESL/TEFL).
First degrees in Economics or Pure and Applied Sciences are acceptable if accompanied by a TEFL/TESL qualification.
King Abdulaziz University also invites applications for:

Media, Print and Reprographics staff

Duties include maintenance of equipment and production of teaching materials.

Qualifications: a minimum of a C & G technical certificate or equivalent.

Salary and Benefits: Very competitive salary scales and allowances (including baggage and education allowances) are assessed for both types of post in the light of qualifications and experience.
Benefits also include:
- free furnished accommodation or housing allowance in lieu.
- air fares to and from post.
- end of contract gratuities (after appropriate period).
- 60 days annual leave
- health care within the Kingdom's Public Health System.

The English Language Centre

Provides a stimulating opportunity for developing ESP skills in a learning environment enriched by in-house media services – a graphics studio, a reprographics and printing shop, phototypesetting, TV studio, photographic studio, language laboratories, library training areas and a developing computer service.

Letters of application by Saturday 26th March, enclosing detailed curricula vitae, names of referees (including present employer) religious denomination, details of family status and copies of qualifications should be sent to:

The Supervisor General
English Language Centre
King Abdulaziz University
P.O.Box 9027
Jeddah 21441
Saudi Arabia

LONDON BOROUGH OF CROYDON

APPOINTMENT OF GENERAL INSPECTOR FOR PRIMARY EDUCATION

Applications are invited for the post of General Inspector for Primary Education. Applicants should have a good honours Degree and/or supplementary relevant qualifications and have held a senior post(s) in Primary Schools and/or have worked in the Advisory Service or teacher training.

Tenable: 1st September 1983.
Salary: Soulbury Range – Head Teacher Group 10 – £15,249-£16,443. London Allowance of £615. A car allowance is payable.

Application forms and further details, available from the Director of Education, Education Department (T.A.S.), Taberner House, Park Lane, Croydon, CR9 1TP. Telephone 01-686 4433 (Ext. 2674), should be returned no later than 18th March 1983.

Senior Education Inspector

SPECIAL EDUCATION
LINCOLN BHTG10 £15,249–£16,443

Applications are invited for the post of Senior Education Inspector for Special Education from well qualified and experienced teachers/lecturers. Experience at a senior level in the education of children with special educational needs is essential. Advisory experience would be an added advantage.

This is a re-advertisement. Previous applicants need not re-apply.

Applications for and further details are available from the Personnel and Management Services Officer, County Offices, Lincoln (Tel: Lincoln (0522) 24482. Please quote ED7001).

Closing date: 15 March 1983.

Lincolnshire County Council

EDUCATION

Assistant Divisional Education Officer – Dacorum District

Applications are invited for this post from graduates with good experience of teaching. Car allowance payable. Salary PO D/E £9,504–£11,184 plus £183 fringe allowance.
Apply by letter to Divisional Education Officer, from whom further details can be obtained (Ref: MRM). The Bury, Queensway, Hemel Hempstead, Herts, giving full personal details and the names of two referees.
Closing date 18 March 1983.

Hertfordshire County Council

METROPOLITAN BOROUGH OF Rochdale

EDUCATION DEPARTMENT

PROFESSIONAL ASSISTANT (CAREERS & TRAINING)

PO 1(1–5)
£9,504–£10,563

This is a newly created post in the Education Department which will have an important role in shaping the pattern of the new Youth Training Scheme in the Rochdale Borough and in supporting work across the whole field of Vocational Preparation in Schools, Colleges and Government Schemes.

The appointee will be a member of a new Careers and Training Unit which will work together with the Careers Advisory Service and other sectors of the Education Department. He/she will have a practical involvement in curriculum development for YTS and vocational preparation; supporting staff training needs in these areas; developing a resource base to support the work of YTS sponsors, teachers, Careers Advisory Officers and other staff and promoting a more effective interface between education and industry.

The post offers an excellent opportunity to be involved in the practical implementation of current vocational preparation theory in a Borough where the Council has given a high priority to this area of work.

Applicants should be qualified in teaching, careers guidance or related discipline.

The postholder will be based at the Municipal Offices in Rochdale, although duties will be undertaken throughout the Borough.

Assistance with removal expenses etc and housing accommodation may be available.

Application forms available (Quote F556) from the Chief Personnel Officer, PO Box 68, Municipal Offices, Smith Street, Rochdale OL16 1XG (Tel: 47474, Ext. 862) to be received not later than Friday, 18th March 1983.

Royal County of BERKSHIRE

GENERAL ADVISER – PRIMARY EDUCATION

£15,249 – £16,443

The successful candidate will be expected to assist in the general work of the Advisory Team and in addition have special responsibilities within Primary Education.

Application forms and details (enclose large s.a.e.) from the Director of Education (PR), Shire Hall, Shinfield Park, Reading RG2 9XE. Closing date 18 March 1983.

Berkshire County Council is an equal opportunity employer and all applicants will be considered solely on the basis of suitability for the post irrespective of race, colour, sex, marital status or disability.

EDMONTON COLLEGE OF FURTHER EDUCATION

Principal: D. J. Alderson, MSc, CEng, MIMechE, MIProdE, MSE
This is a re-advertisement, previous applicants need not re-apply.

SENIOR ADMINISTRATIVE OFFICER

PO 1D £10,101–£11,160
(Including London Weighting)

The above post became vacant mid-February on the retirement of the previous post holder. The person appointed will be responsible to the Principal for the efficient undertaking of all the administrative work of the college.
Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms and further details obtainable from the Director of Education, PO Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ (Tel: 01-366 9368), to whom they should be returned by 18th March, 1983.
LONDON BOROUGH OF ENFIELD EDUCATION DEPARTMENT

METROPOLITAN BOROUGH OF KNOWSLEY

Re-advertisement
Previous applicants will be reconsidered

GENERAL ADVISER

WITH RESPONSIBILITY FOR SPECIAL EDUCATION

Burnham Headteachers Group 8, £13,293–£14,469

Applicants should be well qualified, experienced teachers with good organising ability who are able to offer advice on all aspects of the curriculum and organisation in Special Education and Remedial Teaching. It would be an advantage to have had previous experience as an Adviser or in senior management in the Education Service. The person appointed will have the opportunity to develop these services and to make a distinctive contribution to the Education Service in the area. Essential car user's allowance payable.

Further particulars and application forms from Peter M. Neefsey, BA, MILGA, FRSA, Borough Education Officer, Education Department, Huyton Hey Road, Huyton, Merseyside, L36 5YH. Closing date: 21st March, 1983.

Department of Education & Science

HM Inspectors of Schools Youth Service

Applications are invited from women and men, preferably aged between 35 and 45 with extensive experience of youth work and relevant professional or academic training. Experience in both statutory and voluntary sectors or in youth work training would be an advantage. All HM Inspectors undertake general duties as well as specialist work and candidates should therefore, have a broad interest in either Schools or Higher and Further Education.

Starting salary within the range £13,840–£19,930 (up to £1,220 higher in London). Promotion prospects.

Application forms (to be returned by 5th April, 1983) and further information may be obtained from Mr E. D. Foster, Department of Education and Science, Room 16/17, Elizabeth House, 39 York Road, London SE1 7PH, telephone 01-928 9222, extensions 2237 or 2786. Please quote 1/83.

ADMINISTRATION LEA
continued

LEEDS

THE UNIVERSITY OF LEEDS COUNSELLING AND CAREER DEVELOPMENT UNIT
Applications are invited for a post of PROJECT OFFICER in connection with an externally funded project designed to enhance the effective use of careers materials in a variety of contexts. The work will involve assisting in the development of national in-service training provision with Careers Officers, teachers, librarians and other practitioners making use of careers materials. The appointment will be made for a fixed period ending 31 March 1984. There is a possibility that funds may be made available to support a further one-year appointment.
The successful candidate will have substantial experience in some form of careers work and proven credibility in in-service training, and will be prepared to undertake a considerable amount of travelling throughout the United Kingdom. Applicants able to arrange leave of absence from their existing employment will also be considered.
Salary will be on the scale £6,375 - £11,105 (Other Related Grade 1A), according to age, qualifications and experience.
Application forms and further particulars may be obtained from the Registrar, The University, Leeds LS2 9JT, quoting reference number 84/9. Closing date for applications 18 March 1983. (55333) 480000

Administration General

LONDON

DIOCESE OF WESTMINSTER EDUCATION COMMISSION YOUTH SERVICE
TEMPORARY CO-ORDINATOR
Temporary Co-ordinator required for Roman Catholic Diocese of Westminster Youth Service. 3 days per week until December 31st. Salary negotiable.
Further details Youth Office, Archbishop's House, Ambrosden Ave, London SW1. Closing date 31st March. (57337) 500000

SUMMER SCHOOLS
SPORTS & OUTDOOR ACTIVITIES
TEMPORARY MANAGERS
PGL provide a vast range of active residential holidays during July & August for young people at attractive centres throughout the UK. We therefore require young, energetic enthusiastic managers to operate the programme, motivate the staff and care for the guests. Vacancies for other staff also exist.
Full details and application form from Gill Hinton PGL Young Adventure Ltd, 880 Station Street, Ross-on-Wye, Herefordshire HR9 7AH. Tel: (0989) 64211. (65459) 500000

Librarians

DERBYSHIRE
EDUCATION COMMITTEE

ILKESTON SCHOOL
King George Avenue, Ilkeston, Derbyshire DE7 5DZ

PART-TIME LIBRARIAN
Required as soon as possible a qualified part-time librarian working 25 hours per week, 38 weeks per year in this 11 - 18 mixed Comprehensive School.
Further details and application forms are obtainable from the Headmaster at the school on receipt of a S.A.E.
Derbyshire County Council is an equal opportunity employer. (65460) 620000

Education Psychologists

NEW ZEALAND

British trained Educational Psychologist wishes to exchange his New Zealand Department of Education position with British counterpart for 12 months.
For further details, write to 'Exchange Psychologist', Box 5117, Dunedin, Otago, New Zealand, enclosing a C.V. (55374) 560000

THE MULBERRY BUSH SCHOOL
See advert in Special Education section. (67263) 560000

CO-OPERATIVE UNION LIMITED
EDUCATION DEPARTMENT
STANFORD HALL, NR. LOUGHBOROUGH, LEICS. LE12 5QR

TRAINING DEVELOPMENT OFFICER

(Salary £7,355–£8,828)

Are you energetic, creative, mobile and interested in developing the talents of other people? The Education Department of the Co-operative Union provides training services to Co-operative Retail Societies. A new voluntary training structure has just been created to replace the statutory Industrial Training Boards. New training resources are being created to meet the demands of the new Youth Training Scheme. New frontiers have to be pioneered along with new patterns of training for supervisors and managers.

If you want to exercise your imagination and flair, put your personal mark on these new developments, and build on your degree or professional qualifications, write for further details and application form to: Chief Education Officer, Co-operative Union Ltd, Stanford Hall, Loughborough, Leicestershire LE12 5QR. Tel. East Leake (050-982) 2333.

Closing date for applications Monday, 21st March, 1983

NORTH YORKSHIRE COUNTY COUNCIL

PRINCIPAL EDUCATION OFFICER

Building & Development
£16,203 – £17,211 per year

Applications are invited from Honours graduates with good teaching and administrative experience in an L.E.A. for this senior post within the Education Department.

The officer is responsible to the County Education Officer for education departmental action in respect of the execution of building programmes and matters relating to sites, property, furniture and fixed equipment and the maintenance of premises.

Candidates should apply by letter to the County Education Officer, Room 34, County Hall, Northallerton DL7 8AE by 18 March 1983 from whom full particulars of the post may be obtained.

YOUTH PROJECTS OFFICER

At Church Army we are seeking to add to our fund-raising team a Youth Projects Officer.

The successful applicant will be a fund-raiser able to relate well to all types of people and will be responsible for compiling and editing educative schemes for fund-raising within educational establishments. As a member of the team, the Youth Projects Officer will advise staff colleagues on educational work within schools and youth groups in their areas. Definite fund-raising targets will be attached to the post. Salary, conditions of service and personal geographical location are all negotiable. Experience of working within the educational field and with young people would be an advantage. Applicants should be committed Christians.

For application forms and a detailed job description, please contact Mr C. R. Moppett, Personnel Manager, (Ref: TES), The Church Army, Independents Road, London SE3 (01-318 1226).

Church Army

Readvertisement

COUNTY EDUCATION DEPARTMENT

APPOINTMENT OF ASSISTANT EDUCATION OFFICER (SPECIAL EDUCATION)

(Based at Portman House, Bournemouth)
Post No. C0080X
PO1(6) – £10,860–£12,174

Applications are invited for the above post, which it is hoped to fill from 1st September 1983.

We are looking for someone with a strong academic background who has taught for some years, who has reached a position of responsibility in a school or college and who now wishes to move into administration. The successful candidate would be expected to stay in the post for three to four years and then seek promotion.

An interest in special education is desirable, but experience in a special school is *not* essential.

Previous applicants will be automatically reconsidered.

Removal expenses will be paid in approved cases.

Application forms returnable by 25 March 1983, and further details from County Education Officer (MD), County Hall, Dorchester, Dorset DT1 1XJ. Tel: Dorchester 63131, Ext. 4171. (Please quote post number).

DORSET County Council

DARTMOUTH HOUSE CENTRE
LONDON SE10

for teenage single mothers and their children

The Centre opened in February and provides a unique approach to the care and training of disadvantaged young mothers who lack parental support. In collaboration with the MSC Special Programmes Division and the Inner London Education Authority, the mothers receive vocational preparation and training in life and social skills to prepare them for independent living in the community.

Twenty-four of the 40 places will be residential. Day Care will be provided for up to 48 children (Under Fives) of the Mothers attending the Centre.

PRINCIPAL required to run the Centre and take overall responsibility for its management and development. We are looking for an experienced manager with a relevant professional or administrative background who is interested in forwarding the philosophy of the Centre.

The person appointed must be able to give strong leadership to a diverse group of enthusiastic staff working out a participative style of management. A business-like approach tempered with flexibility will be essential. A sense of humour would be a distinct advantage. Salary negotiable.

Since there are rostered 'on-call' duties shared with other Senior Staff, well-appointed residential facilities are provided.

CO-ORDINATOR required to start work March/April, a qualified Social Worker preferably with work experience in therapeutic communities and skills in staff management in Residential and Day Care. Flexibility and openness to new ideas is essential in the development of an integrated multi-disciplinary team approach to the objectives of the Centre. Salary: NJC Principal Officer 1 range will apply.

Further details and application forms from Jill Craig, Dartmouth House, Dartmouth Row, London SE10.

THE HESLEY GROUP OF SCHOOLS

Due to internal restructuring and development, the following posts have been created:

HEAD OF CARE

(2 Posts)

Starting Salary: £8,055–£8,658

Post 1: Hesley Hall School, Tickhill, Doncaster (Maladjusted boys aged 7–13 years)

Post 2: Wilsic Hall School, Nr. Wadworth, Doncaster (Maladjusted boys aged 12–16 years)

Both posts involve the co-ordination and development of the Child Care curriculum. The person appointed to each position will be responsible for leading a multi-disciplinary team involved in the implementation of such a programme and should have relevant experience in this field of work.

Persons requiring further information and an application form should write to *Mrs D. J. Straw, Hesley Group of Schools, 43 Market Place, Bawtry, Doncaster, enclosing an SAE.*

Oxfordshire County Council

EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGIST

Applications are invited for the post of full-time Educational Psychologist to work in the North area of Oxfordshire. The vacancy occurs from 1st May and the person appointed will work in ordinary schools, the Child Guidance Centre, and with special schools.

Salary: Soulbury Scale (£10,338–£13,578). Essential user car allowance payable and removal and disturbance allowances payable in approved cases.

Application forms may be obtained from the Chief Education Officer, Oxfordshire County Council, Macclesfield House, New Road, Oxford OX1 1NA, to whom completed forms should be returned by 18th March, 1983.

University of London
University Entrance and School Examinations Council
General Certificate of Education Examinations

The Council invites applications for the following appointment:

Chief Examiner from January 1984

Advanced Level

Government and Political Studies (Comparative Government)

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience essential.

For application forms and further details write to The Secretary, University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE. Applicants should enclose a self addressed foolscap envelope. Completed application forms should be returned by 8th April, 1983.

THE SOUTHERN AND WESTERN REGIONAL ASSOCIATION FOR THE BLIND
55 ETON AVENUE LONDON NW3 3ET

Principal of Training

Applications are invited from people in the educational/training field for the above appointment.

The Regional Association is seeking an experienced person, with an appropriate professional qualification, to assume responsibility for the co-ordination and development of training, both at headquarters and externally. The person appointed will also be required to lecture. Powers of leadership and an ability to supervise administration, including tutorial staff, are essential. Practical teaching experience and/or work with the visually impaired would be an advantage.

The post involves some travelling, mostly within the geographical limits of the Regional Association, for which allowances are paid.

Salary will be equivalent to Burnham Scales, between £10,000 and £12,000 p.a.; other conditions of employment will be those that apply to the staff of the Regional Association.

Further information can be obtained from the General Secretary (telephone 01–586 5655). Applications must be received by the end of March. Interviews will take place in April.

EDUCATIONAL PSYCHOLOGISTS
continued

ISLE OF WIGHT

COUNTY COUNCIL EDUCATION DEPARTMENT SCHOOL PSYCHOLOGICAL SERVICE
Educational Psychologist (£8,052 - £13,578)
Minimum salary payable up to age 30 £9,663 (qualified), at the age of 35 £11,205 (qualified).

Applications are invited from suitably qualified Educational Psychologists for the vacancy that has arisen as a result of the Education Act 1981. Applicants, who should hold qualified teacher status, should also possess a First or Second Class Honours degree in psychology and a post graduate qualification in Education Psychology in addition to at least two years' teaching experience in ordinary schools. It is expected that the appointment will be effective from 1 July 1983.

Application forms and further particulars available from the County Education Officer, County Hall, Newport, to whom they should be returned by 18 March 1983 (s.a.e. please). (65364) 560000

Examiners

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts:-

CHIEF EXAMINER for ELECTRONIC SYSTEMS (658) at ADVANCED LEVEL for the 1985 examination.

MODERATOR for ELECTRONICS ENDORSEMENT (801) at ADVANCED LEVEL for the 1985 examination.

Applicants for these posts should have a degree or equivalent qualification in Electronics, a minimum of four years' recent relevant teaching experience and experience of examining.

Further information and application forms may be obtained from The Secretary General (A7), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than Thursday, 24th March 1983. (65542) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts:

CHIEF EXAMINER for BUILDING PRACTICE (131), written paper, at ORDINARY LEVEL for the 1985 examination.

CHIEF EXAMINER for BUILDING CONSTRUCTION (008/1), written paper, at ORDINARY LEVEL for the 1985 examination.

Applicants for these posts should have a degree or equivalent qualification in a relevant subject, a minimum of four years' recent relevant teaching experience and experience of public examining.

Further information and application forms may be obtained from The Secretary General (A2), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than Friday, 25th March 1983. (65541) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts:

CHIEF EXAMINER for CHEMISTRY of PHYSICS WITH CHEMISTRY (053), Paper 2, at ORDINARY LEVEL for the 1985 examination.

CHIEF EXAMINER for CHEMISTRY (094) Syllabus II at ORDINARY LEVEL for the 1985 examination.

MODERATOR for CHEMISTRY (094) Syllabus II at ORDINARY LEVEL for the 1985 examination.

Applicants for these posts should have a degree or equivalent qualification in Chemistry, a minimum of four years' recent relevant teaching experience and experience of public examining.

Further information and application forms may be obtained from The Secretary General (A17), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than three weeks from the appearance of this advertisement. (65540) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts:

CHIEF EXAMINER for HUMAN BIOLOGY (642) at ADVANCED LEVEL for the 1985 examination.

MODERATOR for HUMAN BIOLOGY (642) at ADVANCED LEVEL for the 1985 examination.

MODERATOR for HUMAN BIOLOGY (045) at ORDINARY LEVEL for the 1985 examination.

Applicants for these posts should have a degree or equivalent qualification in Biology, a minimum of four years' recent relevant teaching experience and experience of examining at the appropriate level.

Further information and application forms may be obtained from The Secretary General (A11), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than Thursday, 31st March 1983. (65539) 600000

YORKSHIRE AND HUMBERSIDE REGIONAL EXAMINATIONS BOARD

APPOINTMENTS OF MODERATORS AND EXAMINERS

Applications are invited from teachers serving in Schools or colleges within the area of the Board (i.e. North, South and West Yorkshire), North and South Humberside, parts of Cleveland and parts of Lincolnshire) for the posts listed below. Examinations to be conducted under the regulations of the former The West Yorkshire and Lindsey Regional Examining Board.

CSE Assistant Moderator in Needlecraft.

For the above post, further details and an application form, returnable to arrive no later than 21st March, 1983, can be obtained from Diane Wilkinson, Yorkshire and Humberside Regional Examinations Board, Scarsdale House, 136 Derbyshire Lane, Sheffield, S8 8SE.

Examinations to be conducted under the regulations of the former Yorkshire Regional Examinations Board.

CSE Chief Examiner in Biology.

CSE Chief Examiner in Religious Education (Christianity and Judaism).

Further details and application forms, returnable to arrive no later than 21st March, 1983, can be obtained from Karen Pullan, Yorkshire and Humberside Regional Examinations Board, 31 - 33 Springfield Avenue, Harrogate, North Yorkshire, HG1 2HW. (65458) 600000

Miscellaneous

BERMUDA

MENHIN FOUNDATION
Bermuda

Applications are for qualified and experienced teachers of VIOLIN & VIOLA for the teaching program of the Foundation. Contracts will run from September '83 for two or three years by agreement; salary will be $14,000 free of tax, and benefits will include health insurance and the use of the Foundation's car, together with outward and return air fares. Essential qualifications include commitment to teaching and competence in performing.

For further information, please contact Prof A.J. Greening, Guildhall School, Barbican, London EC2. (54944) 660000

BRENT

LONDON BOROUGH OF BRENT

LOCUM INSTRUCTOR (18 MONTHS) TO 31st AUGUST 1983

SALARY £5,985 to £7,824 P.A. INC.

Required at Strathcona Social Education Centre, Wembley, Middlesex, to cover for a member of staff who is seconded to a professional training course.

Strathcona is a 120 place centre for mentally handicapped students, which offers a wide spectrum of educational activities. The candidate for the above post would be expected to offer a variety of skills covering the following areas:

Further Education, Craft Social Training.

Interested persons should contact the Manager, Gerda Lewis on 01-904 5832 to arrange an informal visit to the centre.

Brent is an equal opportunity employer. Applications are welcome from Candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.

Application forms and job descriptions from the Personnel Division, Room 708, Brent House, High Road, Wembley, Middlesex returnable 23rd March 1983. Tel: 01-903 0371 (24 hour Ansafone service). Reference Number K/85) must be quoted. (54116) 660000

CAMBRIDGESHIRE

EAST BARNWELL COMMUNITY CENTRE
Cambridge
Appointment of COMMUNITY CENTRE MANAGER
Salary Scale AP4 (£6,873 - £7,545)

Applications are invited from suitably qualified and experienced applicants for the above full time post. Initially the successful applicant will be offered a two year contract from 1st May, 1983.

Application forms and further details may be obtained from the Senior Area Education Officer, Gloucester Street, Cambridge CB3 0AP. (SAE please).

Closing date 14th March 1983. (65391) 660000

ROTHERHAM

METROPOLITAN COUNCIL PERIPATETIC MUSIC SERVICE
Required for September, 1983.

PERIPATETIC WOODWIND TEACHER - SCALE 1 or 2
Peripatetic Oboe teacher/performer to teach in the Authority's Primary and Secondary Schools and perform in demonstration recitals with the woodwind team. Scale 1 or 2 according to qualifications and experience. A limited amount of clarinet teaching will be required. A car is essential for which a casual user mileage allowance is available.

Closing Date: 18th March, 1983.

Curriculum Vitae and details of two persons for reference to the Director of Education, Norfolk House, Walker Place, Rotherham.

W.B. Mussett, Director of Personnel Resources. (54088) 660000

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

CHILD PSYCHOLOGY SERVICE

REMEDIAL EDUCATION AND ADVISORY DEPARTMENT

Required for 1st September, 1983.

DEPUTY HEAD OF REMEDIAL EDUCATION AND ADVISORY DEPARTMENT - Salary equivalent to that applicable to a Senior Teacher (Burnham Primary and Secondary Report)

Applications invited from teachers with substantial teaching and supervisory experience, both in a variety of schools and in a similar support service. Applicants should also possess an appropriate advanced diploma or degree obtained as the result of one year's full time study at a University, Polytechnic or College of Higher Education.

The Service, which provides comprehensive support to children with special needs in primary, secondary and special schools, is also involved in compensatory education and projects in social priority areas.

Application forms and further details available from and returnable to Director of Education, Education Department, P.O. Box 41, West Bromwich, West Midlands B70 7BG. Closing date 22nd March, 1983.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (55243) 660000

COMPUTER PROGRAMMERS. Educational Software distributors require programmers to produce good quality educational software.

Write, giving details of any experience and qualifications, to Box No. TES 4547 The Times WC1X 8EZ. (65500) 660000

A large company in the field of health and nutrition are looking for couples who would like a part time interest. £200+ per month. Pension scheme, company car, foreign travel all achieveable once trained.

Write or telephone for details: Ern and Heather Hardy, 21, Ash Close, Appley Bridge, Wigan. Tel. 02575 4590. (54135) 660000

A spare time business opportunity in the Nutrition growth market that gives you financial rewards and job satisfaction.

Write for details Ann Rogers, 170 Spetisbury Rd, Corfe Mullen, Dorset. (65308) 660000

Adaptable person, around 52 - 62, sought to share running attractive small bookshop, West Kent. Investment unnecessary. Flat available. Write Box TES 4545 The Times WC1X 8EZ. (54125) 660000

UNEMPLOYED teacher needed for exciting Community Programme scheme. Will be one member of a team specialising in environmental education. Unemployed graphic artist and architect also needed.

Apply in writing to Canterbury Urban Studies Centre, 45 North Lane, Canterbury, Kent. (55329) 660000

Outdoor Education

DEVON

SKERN LODGE OUTDOOR CENTRES

Check our reputation against any "Adventure" centre in North Devon and the rest of Britain.

FREE PLACES: 1 Staff to 8 pupils.

VALUE: Many School Groups returning for the Sixth Year.

SMALL GROUPS: 1 instructor to 8 pupils or less.

BEST EQUIPMENT: No sharing nor doubling up.

QUALIFIED STAFF: DES Teachers, BCU, RYA etc.

WIDE CHOICE: Your own planned activity programme.

BACK-UP: Exciting bad weather alternatives.

NO GIMMICKS: No "looks good on paper" activities.

SPECIAL PROGRAMMES: Field Studies, Handicapped, Advanced, Self Catering, D of E etc.

GOOD ACCOMMODATION: It's our home too; HOME COOKING: Lots to eat.

HOME COMFORTS: Separate rooms for staff with sun bed.

PERSONAL SERVICE: Write to Martin and Cherry Robinson, Skern Lodge Centres, Watertown, West Appledore, Bideford, South Devon EX39 1NG. Tel: 02372 5902. (03759) 680000

INSTRUCTORS
Lakeland Training have vacancies for four short term temporary outdoor activities and life skills. Applicants should be over 21 and have qualifications or relevant experience in a wide range of outdoor activities. A clean driving licence is essential.

For applications or further information please telephone: Lakeland Training Limited, Ashmeadow, The Promenade, Arnside LA5 0AD, Cumbria Tel: (0524) 76170. (65498) 680000

DYFED

TY ISAF ACTIVITY CENTRE Ideally situated in the Brecon Beacons National Park in an area of outstanding geological interest and beauty. Full-time centre for Field Studies, multi-Activity Adventure weeks, U.V.P. & N.T.I. training schemes, and courses for industry. Courses planned to suit your requirements through liaison with resident instructors. Activities include canoeing, climbing, caving, riding, orienteering etc. C.B. accommodation. Excellent food. Lecture/Assembly rooms. A.V. equipment. Free places for Leaders.

I.L.E.A. approved.

Details from B. Edmunds, Ty Isaf Activity Centre, Llangadog, Llandeilo, Dyfed. Tel (0558) 22444. (58588) 680000

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